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ABSTRACT

This curriculum guide for a high school junior- and senior-level English program identifies twenty-two characteristics of a successful graduate. These characteristics are regarded as goals to be met through the completion of units on four communicative processes: (1) reading, (2) writing, (3) speaking and listening, and (4) thinking and perceiving. The guide explains precisely the student abilities, values, and understandings to be developed in each unit; shows how each lesson may be introduced to the student; lists many classroom ideas, activities, lesson plans, and suggestions for teaching each unit; and suggests sample tests and additional materials when applicable. Additional text materials recommended as supplements to this basic guide are listed in the back with publishers, addresses, and current prices. (Author/DI)

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Teacher's Guide

"PROJECT SUCCEED"
OFFICE OF ADJUNCT EDUCATION

Levels III and IV

Communication Skills

Reading - English

FILMED FROM BEST AVAILABLE COPY

SOUTH CAROLINA DEPARTMENT OF EDUCATION
CYRIL B. BUSBEE, STATE SUPERINTENDENT OF EDUCATION
COLUMBIA, SOUTH CAROLINA

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LEVELS III and IV

Communication Skills

Reading - English

Coordinated

BY

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"PROJECT SUCCEED"
A State Program
Developed By The
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JUNE 1972

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COLUMBIA

Dear English Teacher:

Here is your guide for the final two years of the "Project Succeed" English program. It was designed to be practical and useful, and we hope it serves you well.

The guide does this for you: (1) gives a clear idea of the program's purpose by listing the desired characteristics of a typical student who completes the course; (2) provides a complete teaching unit on each of these student characteristics; (3) explains precisely the new student abilities, values, and understandings to be developed in each unit; (4) shows how each lesson may be introduced to the student, (5) lists many classroom ideas, activities, lesson plans, and suggestions for teaching each unit, and (6) suggests sample tests and additional materials when applicable.

Additional text materials recommended as supplements to this basic guide are listed in the back with publishers, addresses, and current prices.

If this guide provides you with a good start and a clear picture of the final goal, then it has served its main purpose. What happens in between, of course, is most important and is left up to you, the teacher.

Best wishes!

Sincerely

Tom Parks

Tom Parks
Project Coordinator
State English Consultant

A WORD ABOUT *Color*

In its focus upon student needs, this guide has identified four important communicative processes of the student: (1)reading, (2)writing, (3)speaking and listening, and (4)thinking and perceiving. To facilitate quick and easy use, each of these four can be readily identified according to the following color code:

White	All white pages in this guide have to do with such things as teacher DIRECTIONS, instructions, introductory statements, table of contents, etc.
Pink	All pink sheets are concerned primarily with READING.
Green	All green sheets deal basically with WRITING or composition.
Yellow	All yellow sheets have to do with SPEAKING AND LISTENING.
Blue	All blue sheets are concerned with THINKING AND PERCEIVING.

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Introduction to Levels III and IV

This guide for the final two years of the "Project Succeed" English program continues to focus on individual student needs. Unlike the program guides for the first two years, however, it attempts to place those student needs in something of a natural sequence; and it requests that the teacher follow the suggested order to the extent possible.

Any educational endeavor, if it is to move forward, must have a goal toward which to move, a clear idea of where it wants to go and how it plans to get there. It is entirely possible to discuss goals in terms of more materials, expanded facilities, innovative programs, audiovisual equipment, and similar approaches. This guide takes the position that, although these are certainly justifiable concerns, the most responsible program must always center around and focus upon the individual student, his learning process, his particular needs, and the value of his association with the teacher as a professional educator who can help him meet those needs.

As in the previous years, this guide relies upon the teacher and guidance counselor to determine where the student is in his skills and aptitudes and then to correlate his ability and propensity with his classroom experience. It takes each of the twenty-two desired characteristics of a successful graduate of "Project Succeed" and gives the teacher a complete classroom program to provide students with that particular characteristic, including (1) specific new student abilities, values, and understandings, (2) suggestions for introducing lessons, (3) lesson plans, ideas, classroom suggestions and activities, and (4) sample tests and supplementary materials available where applicable.

The sequence of lesson units is based in part upon the Seven Cardinal Principles of Education (Health, Command of Fundamental Processes, Worthy Home Membership, Vocation, Civic Education, Worthy Use of Leisure, and Ethical Character), which were expanded into a total of twenty-two descriptive characteristics.

Since students in this program differ widely in their levels of ability, it is likely that some will be able to skip certain steps in the sequence of lessons, while others must begin at the beginning. The teacher should assure, however, that every student has, to the best of his or her ability, achieved the objectives of each lesson in the sequence before going to the next. The guide is

designed for a great deal of flexibility, of course, but the teacher should find that record-keeping and progress reports are much easier to maintain if all students follow the same general sequence of lessons in their progress through the program.

The twenty-two units in the guide correspond exactly with the list of characteristics describing a desired graduate of the "Project Succeed" program. The teacher will find that each unit is organized the same. The first lesson plan in each emphasizes reading skills and is on pink paper; the second lesson plan each time is on green paper and stresses composition skills; the third is concerned with speaking and listening skills and is on yellow paper; and the fourth is based on thinking and perceiving skills and uses yellow paper. This order is followed throughout.

Each individual lesson is organized in the same way, too. First, "New Student Abilities" which the student is expected to perform by the end of the lesson are listed for the teacher. But in addition to new abilities and skills, this program also seeks to develop desirable personal character traits and mature values. Thus, "New Student Values" and "New Student Understandings" are listed at the start of the lesson following the list of abilities or skills. Next, the teacher is given a brief suggestion on how to introduce the particular lesson at hand, although teachers are encouraged to use their own ideas and methods if they choose. This is followed by a list of ideas for lessons, classroom activities, exercises, and plans designed for the students to achieve the new abilities, values, and understandings stated as objectives at the beginning of the lesson. Where applicable, the guide then includes suggestions for testing students to determine whether the stated objectives have been effectively reached. If pertinent supplementary aids such as free-loan films are available, these, too, are listed at the end of the unit.

The color-coding process is meant as a teacher convenience. It was deemed more useful to collect all lesson plans by units according to topics rather than according to skills. Thus, for example, the teacher who plans to use the unit on "Spelling" will find all of those lesson plans together, with four separate lessons on the subject of spelling from the standpoint of (1)reading, (2)writing, (3)speaking and listening, and (4) thinking and perceiving. This design was considered preferable to separating the lessons on a particular subject into different sections of the guide according to the skill emphasized.

It is obvious that the teacher has much autonomy in the use of this guide. The time and emphasis given to each of the twenty-two

units, for example, will vary greatly from one classroom to another, depending upon differences among students and teachers. Consequently, there is no certain point at which Level III should end and Level IV should begin; this will depend entirely upon student ability. The program's flexibility is lateral, too, and lessons can be expanded at each step in the sequence to assure a full two-year program for each student regardless of his achievement level.

The supplementary text materials which are recommended for these final two years of the program should be used continuously to expand and enrich the basic classroom lesson guide.

By the time the student successfully achieves the first eight steps in the sequence, it should be clear that the responsibility for his education has shifted to him, the learner. The remaining steps, although based upon and engaging the basic communication skills as a vehicle for reaching their objectives, are in effect directed toward the development of a responsible, enlightened, and competent individual who is deemed worthy both by himself and by society. As such, these units depend largely upon personal iniative from the student and invite more responsiblity on his part for independent work. Their emphasis is upon personal enrichment and enjoyment through much reading and writing, with the eventual goal of developing mature reading and writing habits that will serve effectively for a lifetime.

DESCRIBING OUR OBJECTIVE:

characteristics of a 'Project Succeed' graduate

What should be the final goal of the teacher in this program? Here, beginning with the most fundamental basic skills and continuing in sequence to the less structured independent and creative activities, are twenty-two characteristics of a successful graduate of "Project Succeed." For each of these twenty-two characteristics, this guide provides the teacher with a complete lesson unit -- a unit designed to give each student competence and confidence in his reading, writing, speaking, listening, thinking, and perceiving skills.

1. He can write a personal statement clearly and explicitly, observing accepted standards of sentence structure, capitalization, punctuation, spelling, and penmanship.

2. He uses in speech and writing the most acceptable speech patterns and word choices.

3. He knows the value and contents of a standard dictionary.

4. He can spell correctly the most commonly used words in his own vocabulary.

5. He can write acceptable letters, both business and social, observing accepted format and structure.

6. He can consciously make decisions.

7. He understands the structure, format, and methods of most testing devices.

8. He regards himself as a mature adult with attendant responsibilities and rights.

9. He knows the most pertinent and important laws affecting him at work and at leisure, at home and away from home.

10. He knows the extent, availability, and importance of continuing his educational processes through a lifetime.

11. He knows the value of having a personal philosophy and is aware of more than one set of values.

12. He is aware of the important role of modern media in communicating ideas both from the perspective of the individual and society as a whole.

13. He can discern propaganda in speech and writing.

14. He knows the title, content, and thrust of the most popular publications and those appealing to his specific interests.

15. He knows and appreciates dialects in a human context.

16. He is aware of his place in the ecological balance of man and his environment.

17. He knows the contructive use of leisure time and the options involved.

18. He knows acceptable levels of humor and displays an appreciation for and an ability in it.

19. He enjoys short stories.

20. He enjoys novels.

21. He enjoys poetry.

22. He can employ imagination and originality in his own writing.

GETTING STARTED.....

What we as English teachers hope for, when all is said and done, is that every one of our students will be able to read and to write competently. If we can give him these two basic skills and an aptitude for engaging in them continually, then we have served him well. Therefore, during these last two years, stress these two activities for your students; be sure that they are able to communicate their own thoughts clearly in acceptable written composition and that they can just as well discern the thoughts of others through reading. When we provide them with these two things, we provide them with a key to attain those attributes which make up a worthy individual from both a personal and a social standpoint.

With this in mind, one essential way to start this year's program is to use the following informal "Class Status" sheet. It should help you to determine what each student can already accomplish, so that you will have an idea of where he can safely begin this program without failing to perform the most essential tasks which he is apt to need later on. If, for example, several students cannot master the use of capitalization as required on the Status Sheet, they should be grouped together until they can, because proper use of capitalization is certainly an essential of competent and effective writing. Another group at the same time may already know basic use of capitalization but needs to study spelling, while some individuals may very well have mastered both and are ready for advanced or independent work on their particular weaknesses.

It is apparent that the work of students, when gauged by this Status Sheet, will display different levels of ability; but it is important that every student's work be applied to these fundamental requirements. Otherwise, it would be possible for a student to complete the program without the ability to accomplish a basic fundamental communication skill which he will doubtlessly need in the near and distant future.

If we assure that every student has successfully performed the fundamental processes on the Status Sheet, then we have done a great deal in providing him with competence in effective communication.

AS A MINIMUM IN HIS READING SKILL

Can the student...?

	STUDENT STATUS IN READING	
	YES	NO
1. read and follow simple directions?		
2. apply common principles of syllabication?		
3. read and understand how prefixes and suffixes modify the meaning of words?		
4. explain both the denotation and connotation of selected common words?		
5. find selected words and their accompanying definitions in a standard dictionary?		
6. read and understand the most commonly used technical abbreviations, symbols, and formulas?		
7. derive meaning of an unfamiliar word by the context of the sentence in which it appears?		
8. find answers to specific questions about a short reading selection?		
9. recount in correct sequence the events in a short reading selection?		
10. recognize the difference between fact and opinion in his reading?		

AS A MINIMUM IN HIS WRITING SKILLS

Can the student . . . ?

	STUDENT STATUS IN WRITING	
	YES	NO
1. write his complete name, address, date of birth, and telephone number with no mistakes in spelling, punctuation, or capitalization?		
2. write the name of his teacher, his school, and its complete address with no mistakes?		
3. write a short, simple paragraph dictated to him with no mistakes in capitalization, punctuation, spelling, and sentence structure?		
4. spell correctly eighty per cent of the words in the "Basic List of 250 Words of Highest Frequency" which appears at the end of the unit on Spelling in this guide (or words in a similar list) ?		
5. select the correct form of such irregular but common verbs as see-saw-seen, give-gave-given, take-took-taken, do-does-did, have-has-had, bring-brought, etc., in sample sentences provided by the teacher?		
6. change unacceptable sentence fragments to complete sentences in his own and others' writing?		
7. combine two sentences into one and show an ability to vary sentence structure in his own writing?		
8. write simple directions to his own home with no mistakes in sequence, logic, and structure?		
9. write a simple paragraph in acceptable format from several suggested topics given by the teacher?		
10. write a composition which has unity and coherence in its development of at least three paragraphs?		

AS A MINIMUM IN HIS LISTENING SKILLS **Can the student...?**	STUDENT STATUS IN LISTENING YES	NO
1. repeat orally or in writing short sentences dictated by the teacher?		
2. answer orally or in writing questions about the details of a simple paragraph read to him?		
3. arrange in the appropriate order a given list of events from a story he hears?		
4. choose an appropriate title for a short passage he hears?		
5. state in his own words the main idea of a short passage he hears?		
6. classify orally or in writing given sentences he hears as being fact or opinion?		
7. describe orally or in writing the characters he hears about in a brief story?		
8. discern the mood of a short passage read to him as being sad, funny, happy, somber, etc.?		
9. add orally or in writing at least one logical element or sequence to a simple story he hears?		
10. identify passages in a given selection which are contradictory or irrelevant to the main point?		

AS A MINIMUM IN HIS SPELLING SKILLS

Can the student...?

	STUDENT STATUS IN SPELLING	
	YES	NO
1. spell all words in the Dolch Basic Vocabulary?		
2. spell the most commonly used color words, number words, days of the week, months, seasons, holidays, and important geographical names?		
3. divide into their two component parts compound words from a given list?		
4. from a list of homonyms, select appropriate words to complete given sentences?		
5. using two lists of words, match synonyms?		
6. using two lists of words, match antonyms?		
7. complete given sentences by selecting appropriate words from given groups of commonly confused words (there, their, they're, etc.)?		
8. write correctly the past tense of given regular verbs by adding d or ed?		
9. add prefixes to given words to form new words?		
10. add suffixes to given words to form new words?		

UNITS OF STUDY

STUDENT CHARACTERISTIC No. 1:

"He can write a personal statement clearly and explicitly, observing accepted standards of sentence structure, capitalization, punctuation, spelling, and penmanship."

UNIT NO. 1:

WRITING IT RIGHT

I. Writing It Right

II. Purposes

A. New Student Abilities

1. To produce neat written work which is correct in grammar, punctuation, capitalization and spelling.
2. To vary sentence structure.
3. To construct logical outlines.
4. To write a personal-experience narrative.
5. To make smooth transitions.
6. To write directions and to take messages.
7. To write a simple composition from a narrow topic.
8. To write a "how-to" explanation.

B. New Student Values

1. An awareness of the fundamentals of writing complete, effective sentences with proper regard for punctuation marks.
2. A desire to write effectively, clearly, and concisely.
3. An awareness of the necessity of writing in our daily lives.

C. New Student Understandings

1. That good writing is planned and well-organized.
2. That proofreading aids in the elimination of grammatical errors.

III. Introducing the Lesson

Using the overhead projector, read and discuss several models of students' composition. Ask students whether they can identify the introduction, body, and conclusion. Is the introduction interesting? Is the body fully developed and clearly organized? Does the conclusion clinch the main idea? At this point, review the uses of transitional expressions. Finally, write on the board a number of word groups, including fragments, run-ons, and complete sentences. Have students correct and punctuate them. Use the opaque projector to demonstrate proofreading and correcting papers from a student model.

IV. Classroom activities

A. Copy and properly punctuate the words of a popular song.

B. Write a compound sentence about something that happened yesterday using <u>but</u> as a conjunction. Punctuate.

C. Dictate or play a tape of a simple message which students must copy.

D. Take notes on the announcements made daily over the school's public address system.

E. Mimeograph sheets of sentences in a jumbled order and have students arrange them in a logical order.

F. Invite someone to speak to the class and have students take notes while listening to the speaker. Transfer notes into an outline.

G. Summarize a radio or television newscast.

H. Write an explanation telling to do one of the following:

1. How to make a dress
2. How to play a game
3. How to make out a budget
4. How to build a model plane
5. How to study
6. How to cook a food
7. How to plan a party
8. How to get a job

I. Write directions to get to one of the following places from your school:

1. Your house
2. The nearest grocery store
3. The main highway
4. The nearest post office
5. The nearest church

V. Test

Write a composition on one of the following topics. Use the checklist in proofreading your paper.

1. Television commercials
2. How I learned to swim
3. My favorite singer
4. Drugs: Who needs them?
5. Why a Student Council?
6. Should we have twelve months of school?
7. A place I would like to visit
8. The value of belonging to a club

CHECKLIST

Spelling: 1. Are all the words spelled correctly? Did you use the dictionary?

Sentences: 2. Are all sentences complete? Did you vary your sentence patterns?

Neatness: 3. Is your composition neat in appearance? Is your handwriting legible?

Title and other Information:	4.	Is the title centered on the first line? Is your name in the upper right hand corner with other information requested?
Clearness:	5.	Are your thoughts expressed clearly?
Margins:	6.	Do you have a half-inch or a one-inch area at the sides, bottom, and top of your paper where you did not write?
Hyphens:	7.	Did you check the dictionary to see if you used hyphens correctly in any words?
Punctuation:	8.	Did you use punctuation marks correctly? Did you capitalize the first letter at the beginning of each sentence?
Completeness:	9.	Is your composition complete, or does it sound like an unfinished story?
Success:	10.	Did you do your best in writing your composition? Success is doing the best you can.

VI. Additional Materials:

A. Radio

B. Television

C. Tape Recorder

I. Writing It Right

II. Purposes

A. New Student Abilities

1. To organize material for an oral presentation
2. To use good speaking techniques such as voice inflection, eye contact, and body language
3. To listen effectively
4. To evaluate the quality of other speeches

B. New Student Values

1. An interest in improving speech skills
2. A recognition of good speech as an important factor in communication

C. New Student Understandings

1. That there are many types of speech compositions
2. That effective oral communication is needed

III. Introduction

Acquaint students with many types of compositions for oral presentation. Use tapes and recordings of these to illustrate the purposes of various speeches.

IV. Activities

1. Have students listen to taped speeches of newscasters, involving the students in oral discussions concerning voice quality, voice inflection, pronunciations, order, brevity, enthusiasm, and interest.

2. Have the class develop a list of key points to be used in evaluating student speakers. Have them consider posture, eye contact, interest, voice inflection. Instruction here concerning three parts of an oral presentation: introduction, body, summary.

3. Have students read paragraphs they have written. Students evaluate each presentation considering:
   a. voice inflection
   b. oral punctuation (phrasing)
   c. enthusiasm
   d. brevity
   e. order

4. Have students write and present a brief description of an incident taken from experience.

5. Students may write tongue twisters and challenge others in class to render them.

6. Students may select important news items and develop News Bulletins. Present these on tape.

7. Prepare a list of current topics and have students deliver impromptu talks.

8. Tape and have students evaluate a news report and discuss the quality of its content. Does it answer the questions Who? Where? When? What? etc.

9. Have students give directions or explanations when questions are raised or information requested by other students.

10. Let students give directions or explanations to new students or slow students on any activity which requires repeated instruction.

11. Instruct students to prepare and deliver an oral presentation covering a different viewpoint.

12. Coordinated with written work, the student delivers a sales talk. These may be pitched for prospective auto purchasers, book purchasers (encyclopedias, etc.) or some new invention.

13. Have the students discuss the importance of sensory words in oral composition. Let them describe a rose. What senses are not included in the description? Taste? Why? (Lack of experience; few have tasted a rose.)

14. Have students write and present orally, brief annotations of books they have read.

15. Instruct the students on the three parts of an oral delivery: Introduction, Body, and Summary. (Review)

    "Tell 'em what you're gonna tell 'em."

    "Tell 'em."

    "Tell 'em what you told 'em."

V. Test

Each student will prepare and deliver a brief talk on any subject of interest. Have the students score each presentation, using something similar to the following suggested form.

Scale: Excellent:4, Good:3, Fair:2, Poor:1

STUDENT EVALUATION SHEET

Student's Name	Posture	Voice Inflection	Interest	Eye Contact	Three Parts (Form)	Total

I. Writing It Right

II. Purposes

A. New Student Abilities

1. To select a topic and to construct a clear, concise topic sentence.
2. To select those details, examples, and/or illustrations which relate to the topic.
3. To recognize irrelevant ideas, faulty sentences structures, and unnecessary words and to rewrite to remove these.
4. To proofread for needed corrections in capitalization, punctuation, indentation.

B. New Student Values

1. An awareness of his ability to produce clear, effective composition.
2. An awareness of his need to develop greater skill in writing forcfully and convincingly.
3. An awareness that communication skill can be valuable to him.

C. New Student Understandings

1. That idea can be organized into a sequence of time, importance, or cause and effect.
2. That organization is important in producing a desired effect upon the reader.

III. Introducing the Lesson

Have students make a list of essential writing tasks which adults face often (job applications, letters to relatives and friends, absence excuses for school children, requests for refunds or adjustments on mail orders or accounts, etc.) and another list of writing tasks adults may wish to do (letters of opinion to legislators, newspapers, radio or television stations, introductions of speakers, reports or minutes of meetings and programs, petitions, etc.). Discuss the values of being able to perform these tasks well. Then discuss the personal writing that teenagers do -- notes to friends and relatives, school assignments, etc.

IV. Classroom Activities

1. Give students groups of words to classify as sentences or phrases and have them add words to make the phrases into sentences.

Basic Composition

2. Make transparencies of lists of sentences and discuss each one as a potential topic sentence -- include some that are too broad, some that are too specific, some that could be developed in only one effective way, and some that could be developed in several ways.

3. Have students make topic outlines for several potential compositions; use topics that are relevant and controversial.

4. Assign a variety of writing assignments including some of the essential adult tasks that were discussed. Use the opaque projector to show students what corrections and improvements are needed, as well as to point out effective words and sentences. Discussion should also include the probable reaction of the intended audience.

5. Include some purely adolescent types of writing, such as: Suppose that your cousin is an attractive girl who lives in another town, that one of your boy friends would like to meet her, and that your parents have said they'd be glad to have her visit for a week-end. Write a letter in which you describe your friend, some activities the week-end would include, transportation arrangements, and appropriate clothing. Make your letter such that she could share it with her parents to obtain their permission to make the visit.

6. Bring a variety of road maps to class and have students write to a friend or relative in a town you designate giving them specific directions to reach their homes.

7. Have students write an invitation to a speaker to come to their class in which they include a suggested topic, a description of the audience, time, place, and specific directions.

8. Watch some television programs and let students write a review for the newspaper, a letter of criticism or praise to the network or sponsor, or a complimentary letter to some performer they liked.

9. Have students write to a political candidate requesting his views on an issue interesting to them. They can evaluate the replies they receive in terms of language and persuasive quality.

10. Let students construct a line drawing, collage, cartoon, or photographic bulletin board to illustrate activities of their class or their school. Students should compose effective captions in sentences or paragraphs to accompany these. They may prefer to make a slide-tape program, with an original script, which could include the "Sounds of ___ High," such as Alma Mater, pledge of allegiance, band, football, lunch room, etc.

STUDENT CHARACTERISTIC No. 2:

"He uses in speech and writing the most acceptable speech patterns and word choices."

UNIT NO. 2:

MAKING IT CLEAR

I. Making It Clear

II. Purposes

A. New Student Abilities

1. To use pronouns correctly in writing
2. To use correct verbs at all times
3. To make every verb agree with its subject
4. To recognize the levels of usage and the flexibility of standards of correctness.

B. New Students Values

1. A desire to overcome the habit of using substandard English
2. A desire to know instead of guess at what is correct
3. A desire to develop an intelligent attitude toward correctness

C. New Student Understandings

1. That correctness in writing is important for success in business and social life
2. That good writing is that which is appropriate to the purpose
3. That good usage in writing reflects social and educational backgrounds

III. Introducing the Lesson

Motivate the study of usage by having students give their ideas about the grammatical correctness of the expression - "It is me." This should be followed by a discussion on the following questions:

1. Why is good English important?
2. What is the standard by which we decide whether or not a particular expression is good English?
3. In what ways do standards for spoken English differ from standards for written English?
4. How should the situation in which we are at the time affect our usage?
5. What do we mean by "levels of usage"?

IV. Classroom Activities

1. Write original sentences using I, we, he, she, they who, and whoever as subjects.

2. Write original sentences using me, us, him, her, them, whom and whomever as objects.

3. Using your local newspaper or a magazine, cut out and paste on a plain sheet of paper examples of sentences using pronouns to illustrate the following:
   a. When you speak of yourself and another, the other person's name is mentioned first.
   b. A pronoun ending in self (selves) is used for emphasis.
   c. A possessive pronoun has no apostrophe.
   d. When referring to a mixed group, his is generally preferable to the clumsy "his or her".
   e. A pronoun agrees with its antecedent in number, person, and gender.

4. Using the dictionary, write the past tense and the past participle of the following irregular verbs: lie, lay, sit, set, go. Use each correctly in a sentence.

5. Using your local newspaper, cut out and paste on a sheet of plain paper sentences illustrating the following in subject-verb agreement:
   a. The number of a subject is not changed by a prepositional phrase following the subject.
   b. Subjects joined by and are plural and take a plural verb.
   c. Singular subjects joined by or or nor take a singular verb.
   d. When a singular subject and a plural subject are joined by or or nor, the verb agrees with the nearest subject.
   e. Collective nouns may be either singular or plural.

6. Make a poster showing how we choose English to fit the occasion. Ex. business letter, note for a friend.

7. Record on a sheet of paper all sentences with the use of well or good which you heard in the halls or the cafeteria, on radio or television, or on the way to or from school. Bring to class for discussion.

IV. Test

Copy the following sentences. If a sentence contains no error in usage, write O. If there is an error, rewrite the sentence making all necessary corrections.

1. Neither of the boys have very good manners.
2. Each of the speakers was prejudiced.
3. Did one of the skiers break their leg?
4. Mr. Brown and me have always been good friends.
5. Beth and she takes turn doing the dishes.
6. Maybe it was her behind the curtain.

7. Janet and me are going to the movies.
8. You have a better chance than I.
9. I know who the principal wants to see.
10. She is a girl who everyone respects.
11. Are you going to lay there forever?
12. Jim swum to shore to get help.
13. Who laid his coat on my desk?
14. I've been laying here thinking about homework.
15. He's wrote several stories about his family.
16. You can't hardly tell what he is going to do next.
17. The orchestra played very good.
18. Our dog is more smaller than yours.
19. He is faster than any boy on his team.
20. You could have rode to school with us.

Essay Questions:

1. Why is good usage important?
2. What is meant by levels of usage?

I. Making It Clear

II. Purposes

A. New Student Abilities

1. To compete in an environment where certain colloquial usages bring rejection or embarrassment
2. To speak with confidence

B. New Student Values

1. A desire to distinquish between standard and everyday usage in oral or written presentations
2. An appreciation for good listening

C. New Student Understandings

1. That one must be able to substitute standard English for colloquialisms in certain environments
2. That listening provides a helpful evaluation in determining what is standard usage

III. Introducing the Lesson

Tapes and recordings provide a quicker means of transition between written and spoken words, Exercises where the student hears the standard English, and others where he is required to convert colloquial expressions into standard English, should be heard rather than read for greater success in developing the standard.

IV. Classroom Activities

1. Use the "Hat Game". Place sentences having words or phrases from colloquial usage. Student reads the sentence as it is, then translates it into a more standard English.

2. Use tapes of first or second year student talks. Evaluate the development of a standard language when compared with current speech.

3. Have students discuss between acceptable colloquialism and that which is not identifiable to outsiders. Example: "hoppin' Johns"

4. Develop or select choral readings which emphasize regional usage which may offer difficulty in understanding.

5. Develop or select choral readings which emphasize standard English

6. Have students develop list of "local" usage. Discuss these. Did any student have difficulty translating a meaning? Have them offer translations of a more standard usage.

7. Discussion of how a standard usage may be approached as a second dialect.

V. Additional Materials

(Mountain rural) What It Was, Was Football
(British Cockney) My Fair Lady
(Puerto Rican) West Side Story
(Several dialects) Our Changing Language: McGraw-Hill
Americans Speaking: National Council of Teachers of English

I. Making It Clear

II. Purposes

A. New Student Abilities

1. To distinquish levels of usage and to recognize value judgments society places upon each
2. To practice standard usage forms to a sufficient degree that he can use them confidently

B. New Student Values

1. An awareness of his personal heritage of language and of its infinite variety and flexibility
2. An awareness of a concept of "appropriate" usage rather than "right" and "wrong"

C. New Student Understandings

1. That usage is an acquired trait.

2. That variations in usage are the result of education, occupation, and geography

III. Introducing the Lesson

Use a teacher-made tape to motivate discussion of levels of usage. Fellow teachers or students in another group might cooperate to provide examples of spoken usage that are standard or non-standard. The tapes might also include some samples of dialogue from a variety of television or radio programs. Have the students speculate about the occupations and the type of person to whom the voices belong and give reasons for their opinions.

IV. Classroom Activities

1. Use television commercials or tapes of radio commercials to illustrate the relationship of usage and the intended audience. Have students write a commercial for a $25 fountain pen and a 29¢ ball point. Discuss reasons why language may be different in these two.

2. Create role-playing situations in which needed usage will vary: a casual conversation with a friend about some school problem and an explanation to the principal about students' feelings on the same issue; an explanation to a brother why a particular job is desirable and an explanation to a prospective employer of the same thing, etc.

Follow up each situation with discussion about the need for a "wardrobe" of appropriate language, as well as clothing.

3. Teacher and students must accept the fact that usage is acquired through listening and speaking. If students wish to provide themselves with a standard dialect, they must recognize the value to themselves of having it, and the manner in which they can acquire it. When this is accomplished, time should be allotted regularly for drill and practice.

4. An Oral Language Practice Book by Mabel Vinson Cage, published by Field Educational Publications is an excellent tool for such practice. If this is not available, the teacher can duplicate numerous drills and keys. The students work as partners or in small groups with one student holding the key while the other reads the practice sentences using the correct form. Non-standard forms are immediately identified and each drill is practiced until all items can be read confidently using the standard form. Practice sessions should be regular, short, and concentrated.

V. Test

If sufficient rapport exists within the classroom, usage "offenses" could be duly detected, mock trials held, and the offenders sentenced to a fair amount of drill time or fines of so many practice sessions.

VI. Materials

Games, contests, puzzles, and "bees" (all oral and perhaps timed) can be devised to teach usage.

Have students make up song lyrics for popular tunes which are verb forms or commonly misused pronoun forms:
(On Top of Old Smoky)
I write I have written
She says I am wrong
I've done what she asked me
I've made her this song.
It raises a question
Of tempers that rise.
The letter I sent her
Was dropped. There it lies!

STUDENT CHARACTERISTIC No. 3:

"He knows the value and contents of a standard dictionary."

UNIT NO. 3:

BUT I KNOW WHERE

I. But I Know Where

II. Purposes

A. New Student Abilities

1. To develop facilities in reading the dictionary entry
2. To have the student utilize dictionary definitions in developing a reading vocabulary

B. New Student Values

1. An awareness of the dictionary as a means of learning and developing "self"
2. A desire to use dictionary skills in other content areas

C. New Student Understandings

1. That the student will become familiar with the various definitions for vocabulary words
2. That the dictionary can expand one's use of words

III. Introducing the Lesson

As a basic introduction to the lesson, a transparency can be prepared illustrating the content and use of the format of a dictionary entry. The teacher may then display various words to the students asking them for definitions. At this point, the teacher can discuss how the dictionaries are prepared and how meanings of words can be inferred from context.

IV. Classroom Activities

1. Have students build their own private dictionaries from their selective readings.

2. Have students make a list of slang words. Then ask them for various definitions of the word; ordered, from discussion, in a preferential definition list.

3. Put a list of quotations on the board or give each student a list and have the students explain the quotations.

4. Have students prepare a list of words from their selective readings and then compare the dictionary definition with the context definition.

5. Have the teacher select various vocabulary words from the lists compiled by individual students and discuss the various definitions that the students have.

6. Have the teacher prepare a list of compound words. Have several students report to the class their most exciting experience with the word (example: nightmare, step-daughter, graveyard).

7. Have the teacher prepare a list of descriptive words reflecting student personalities. Have students select those words which he finds relevant to himself; examples; hate, quick-tempered, prejudice, love, beauty, homely.

8. Have the teacher gather a list of words from teachers of other content areas and, using the dictionary, discuss the meanings with the students.

V. Tests

Short Answer:

1. What is the name of your dictionary?
2. When was it published?
3. Where should you look to find what a dictionary contains?
4. On what page will you find the abbreviations that are used in it?
5. Name the section in which you can find the names of famous people.
6. On what page does the gazetteer begin?
7. On what page are punctuation rules?
8. On what page are signs and symbols?

VI. Material

Ambrose Bierce Dictionary ("Devil's Dictionary")
Book: I Want a Word by Havilah Babcock
Films: "Hiding Behind the Dictionary" - Language and Action Series, Indiana University Audio-Visual Center
"We Discover the Dictionary" - S. C. State Film Library (free loan)

I. But I Know Where

II. Purposes

A. New Student Abilities

1. To understand that our language undergoes constant change as new words are coined and other words become obsolete.
2. To choose the correct word meaning for context, connotation and denotation in a given situation.

B. New Student Values

1. An awareness of the value of the dictionary as an everyday handbook for spelling hints, punctuation hints, forms of address, etc.
2. A desire to own a dictionary for immediate and continuous referral

C. New Student Understandings

1. That word functions follow three (3) definite principles: root, prefix, and suffix
2. That words are borrowed from other languages, from people's names and place names, etc.
3. That one word may have several meanings, depending upon its use in a given sentence
4. That order of definitions follows pattern explained in "Explanatory Notes" by the publisher.
5. That looking up an unfamiliar word increases oral and written communication ability.

III. Introducing the Lesson

Man is always seeking information because he is by nature curious. No one person can know everything he would like to know or needs to know. It is more beneficial to the individual therefore, to learn how to use correctly the information he needs than to learn numerous facts because the scope of knowledge is so wide.

Many students are still hesitant about using the dictionary because they have not yet learned how to quickly find the information they are seeking. The student must learn to use the dictionary with speed and efficiency to find the answers to questions about word usage.

IV. Classroom Activities

1. Compare two or more dictionaries on the placement of the order of definitions for any given word.

2. Prepare a report on changes in meaning for a given word, or words, over the years.

3. Prepare a list of words. Look up the etymology of each word.

4. Assign lists of words. Give syllabication. Write out all the meanings given for each words, then write original sentences using word in context.

5. Prepare lists of words for which the student is to find synonyms, then homonyms. Give an example of each for each word on list.

6. Prepare lists of slang, dialect and obsolete words, check out their varied meanings as given in dictionary and in what locale they occur.

7. Write a 6, 8, 10-line poem using "Rhyming Section" in back of dictionary.

8. Once a week choose 5 to 10 new words. Use in a brief paragraph with emphasis on unity and coherence.

V. Tests

1. Write sentences for each definition, original and in context.

2. Select a noun for which there are several synonyms; the student must substitute a synonym for the original noun each time subject is repeated or referred to.

I. But I Know Where

II. Purposes

A. New Student Abilities

1. To pronounce words correctly
2. To determine the meaning and spelling of words through context
3. To listen effectively
4. To divide words into syllables
5. To master and to use new words effectively

B. New Student Values

1. An awareness that the dictionary is an important aid in writing and speaking
2. A desire to improve writing and speaking skills
3. A recognition of good listening as a prerequisite for a sound learning environment

C. New Student Understandings

1. That careful pronunciation is a key to good spelling
2. That some words have more than one spelling
3. That the division of words into syllables and sounding them correctly aids in spelling
4. That accents are important in the pronunciation and the meaning of a word
5. That context is also important in the meaning and spelling of a word

III. Introducing the Lesson

In recognition of speech and listening problems, this unit was planned to require listening and speaking practices through:

(1) Listening and responding to instruction given on prepared tapes
(2) Listening and responding to instruction by the teacher
(3) Listening and responding to other students

IV. Suggested Activities

1. Define entry. Have each student find the following entry in the dictionary: colorful What information is given? Each student should list the information given. Students read lists and add any information missed.

2. Use an instruction tape introducing sound symbols. While students are listening to taped and instruction, teacher may point important points through use of overhead projection.

3. Project a list of five words on the screen, or write them on the chalk board. Write the sound syllables beside each word. Have students pronounce the words.

4. Give students a list of words divided into sound syllables. Let them give the correct spellings and pronunciations.

5. Give the students a list of unfamiliar words, divided into proper syllables with accents marked. Ask them to pronounce the words, allowing them to hear, discuss, and finally decide which is correct pronunciation. Symbols, accent, and syllables should be discussed and clarified here.

6. Each student is provided with a word list. They then listen to a prepared tape in which each word is pronounced twice. Student listens, writes the word, breaking it into syllables and placing accents where needed. Have them check the dictionary for accuracy. Finally, each student pronounces each word in the list.

7. Using words like ob-ject'(v) and ob'-ject(n), develop skills in recognition of two words spelled alike having different uses and meanings. Stress <u>action</u> word and <u>naming</u> word. Have students give sentences with each.

8. <u>Importance of context.</u> Using the dictionary and assigned words, have students give different meanings of each word as used.
   (Ex.) I really need my <u>rest</u> or I feel ill.
   The <u>rest</u> of my group can pick up where I left off.

9. <u>Compound words.</u> Place the following illustration on the chalk board.

   rainstorm rainbow rainfall waterfall

   Game: Give the students a compound word. Student builds a second compound word using one of the words in the word given him. He scores one point for this. Another student is given the opportunity to build a new compound word from the student's word. If the word is correct, he scores a point. Each student should also score a point if he can spell his word correctly. Students may refer to the dictionary at any time during the game, but the student who raises his hand first and is correct scores the point.

IV. Test

(Taped instructions in which the students are given directions to follow, using the dictionary)

Example: Find the entry successful. Divide the word into syllables. Place the accent.

Find the entry through as used in this sentence.
The bullet went through the hall.

I. But I Know Where

II. Purposes

A. New Student Abilities

1. To discuss the work of lexicographers in determining the meaning and pronunciations of words.
2. To find quickly the various major divisions of the dictionary.
3. To use guide words to find entries quickly and efficiently.
4. To use the first lines of entries to find spelling, pronunciation, part-of-speech, and inflected forms.
5. To use the pronunciation key in determining the pronunciation of new words.
6. To determine the meaning of a word when it changes from one part of speech to another.
7. To determine a word's part of speech when the definition is known.
8. To determine the meaning of an idiomatic expression.
9. To trace the etymologies of words through the use of the dictionary.
10. To identify run-on entries and discuss their uses.
11. To choose synonyms and anyonyms which express the same or opposite intent.
12. To use cross references to find additional information about a word.

B. New Student Values

1. An awareness of the variety of dictionaries and the wide scope of information which may be obtained from them.
2. A desire to use the dictionary frequently as a reference tool.

C. New Student Understandings

1. That there are several types of information to be found in a dictionary.
   a. It gives correct spelling or spellings.
   b. It gives correct pronunciation or pronunciations.
   c. It may give several meanings for a word.
   d. It shows changes in the form of a word.
   e. It sometimes illustrates the meaning.
   f. It helps with some abbreviations.
   g. It has two or three special lists of words.

2. That dictionaries differ as to intended audience, degree of difficulty, and quality of entries.

III. Introducing the Lesson

This lesson may be introduced by reading to the class the portion of Booth Tarkington's Seventeen in which Willie Baxter is lamenting to his mother about his little sister Jane: Yelling "Will-ee," Willie's sister followed him when he was walking "on the public street", with the charming Miss Pratt. Jane didn't even have enough clothing on in Willie's estimation. "Hot weather," he sputtered, "is no excuse for outright obesity!"

Willie's mother smiled; and Willie continued his tirade, unaware that one incorrect use of a word had made him appear ridiculous.

Discuss with the class the fact that no one can teach us "in ten easy lessons" how to understand to make ourselves understood; but we can go a long way toward teaching ourselves by developing and trying to satisfy an active curiosity about words. The more conscious you become of the importance of words and the more eager you become to use them accurately, the more frequently you will consult a dictionary.

IV. Classroom Activities

1. Have the students, (through research), learn about the work of a lexicographer. How do lexicographers arrive at the definitions, pronunciations, and functions of words?

2. Select ten new words which have been included only recently in dictionaries and have the students explain how each of the words was formed.

3. Have the students discuss the kinds of dictionaries they own or use.

   a. a picture dictionary
   b. an elementary or beginner's dictionary
   c. An intermediate or junior high school dictionary
   d. a high school dictionary
   e. a collegiate or standard desk dictionary
   f. an unabridged dictionary

4. Have students find the dates of publication and revision, the editors, and the consultants of the dictionaries they are using. Discuss why a publisher would hire a panel of consultants.

5. Have students study the format of their dictionaries to find the following: instructions on dictionary use, the kinds of information included in the section on use, and information given after the A-Z section.

6. Choose six words at random and have students examine the first line of the entry for each in the various dictionaries they are using. Have students exchange dictionaries in order to see how the information given in the first line of the entry differs from dictionary to dictionary.

7. Give the students a list of words (each written as one word) which may be hyphenated, written as two words, or written as one word. Ask the students to use the dictionary to find the correct or preferred spelling of these words.

8. Choose several words which have two or more correct pronunciations. Have the students pronounce the words, find the number of pronunciations listed in the dictionary, and choose the preferred pronunciation for the word.

9. Have the students examine the definition of like in their dictionaries to see if labels like nonstandard or informal are used.

10. Write several idiomatic expressions on the board. Have the students find the meanings of the idioms according to the dictionaries they are using.

11. Have students examine their dictionaries for a list of abbreviations used in the etymologies. Have the students list the abbreviations used by their dictionaries for the languages listed below.

American Indian	Greek
Arabic	Hebrew
French	Latin
German	Middle English

12. List several words which have interesting origins. Have the students find the origins of these words according to the dictionaries they are using.

13. Write four sentences on the board in which the word doubt has been used differently each time. Have the students find the word doubt in the dictionary and substitute an appropriate synonym in each of the sentences. Can these synonyms for doubt be used as synonyms for each other?

V. Additional Materials

Many educational games such as Scrabble often necessitate the use of a dictionary. Crossword puzzles and cryptograms are fun, too.

STUDENT CHARACTERISTIC No. 4:

"He can spell correctly the most commonly used words in his own vocabulary."

UNIT NO. 4:

ALMOST IS NOT GOOD ENOUGH

I. Almost Is Not Good Enough

II. Purposes

A. New Student Abilities

1. To correct the spelling of students' speaking Vocabularies
2. To recognize and correct misspelled words in their readings
3. To aid the student in acknowledging the power of words

B. New Student Values

1. An awareness that spelling skills are a product of close observation

C. New Student Understandings

1. That one's skill in spelling is determined by his powers of observation through his senses
2. That language is a system of spoken and written symbols

III. Introducing the Lesson

This unit may be introduced by the teacher writing a few instructional sentences on the blackboard with each word misspelled. Ask each student to read the instructions and carry them out. Hold a discussion on the necessity and convenience of all people spelling the same words alike.

IV. Classroom Activities

1. Have students of similar abilities write essays on pictures which the teacher holds up. Then have students correct the spelling of their own or another's paper

2. The teacher can purposely misspell words from students' selective readings and have students correct them

3. Have the students add their spelling words to their private dictionaries. The teacher may add words to them from a basic spelling list, essential vocabulary list, and essential drivers' list

4. Have the students work crossword puzzles from newspapers or crossword puzzle books. These can be entered in their dictionary with correct spelling and definitions.

V. Test

Require students to know and spell all words on the following Dolch Word List.

VI. Additional Materials

Newspapers
Little People's Puzzle - COLUMBIA RECORD, Columbia, S. C.
Scrabble Game
Password Game (These games can be bought or homemade.)
Concentration Game
Spelling: Practice and Principles, S. C. State Department of Education
Casting a Spell: S. C. Department of Education

DOLCH BASIC SIGHT VOCABULARY OF 220 WORDS

Dr. E. W. Dolch says that since these 220 words make up from 50 to 75 percent of all ordinary reading, they should be recognized instantly by sight by all adults.

They are the "service words", pronouns, adjectives, adverbs, prepositions, conjunctions, and common verbs. They cannot be learned by pictures and are easily passed over. Because they appear so frequently in all reading matter, they must be recognized instantly by sight before an adult can read with interest or confidence.

AND	I	BEFORE	WHEN	KIND	BEEN	BRING	BUY
AS	IT	FAR	WHERE	LIGHT	CALL	CAME	CAN
BECAUSE	ITS	FAST	WHY	LITTLE	CARRY	COME	COULD
BUT	ME	FIRST	YES	LONG	CUT	DID	DO
IF	MY	HERE	A	MANY	DOES	DON'T	DRAW
OR	MYSELF	HOW	ALL	NEW	DRINK	EAT	FALL
ABOUT	OUT	JUST	AN	OLD	FIND	FLY	FOUND
AFTER	SHE	MUCH	ANY	ONE	GAVE	GET	GIVE
AT	THAT	NEVER	BEST	OWN	GO	GOES	GOING
BUT	THEIR	NO	BETTER	PRETTY	GOT	GROW	HAD
DOWN	THEM	NOT	BIG	RED	HAS	HAVE	HELP
FOR	THESE	NOW	BLACK	RIGHT	HOLD	HURT	IS
FROM	THEY	OFF	BLUE	ROUND	JUMP	KEEP	KNOW
IN	THIS	ONCE	BOTH	SEVEN	LAUGH	LET	LIKE
INTO	THOSE	ONLY	BROWN	SIX	LIVE	LOOK	MADE
OF	US	OUT	CLEAN	SMALL	MAKE	MAY	MUST
ON	WE	SO	COLD	SOME	OPEN	PICK	PLAY
OVER	WHAT	SOON	EIGHT	TEN	PLEASE	PULL	PUT
TO	WHICH	THEN	EVERY	THE	RAN	READ	RIDE
UNDER	WHO	THERE	FIVE	THREE	RUN	SAID	SAW
UPON	YOU	TODAY	FOUR	TWO	SAY	SEE	SHALL
WITH	YOUR	TOGETHER	FULL	WARM	SHOW	SING	SIT
HE	AGAIN	TOO	FUNNY	WHITE	SLEEP	START	STOP
HER	ALWAYS	UP	GOOD	YELLOW	TAKE	TELL	THANK
HIM	AROUND	VERY	GREEN	AM	THINK	TRY	USE
HIS	AWAY	WELL	HOT	ARE	WALK	WANT	WAS
				ASK	WASH	WENT	WERE
				ATE	WILL	WISH	WORK
				BE	WOULD	WRITE	DONE

I. Almost Is Not Good Enough

II. Purposes

A. New Student Abilities

1. To spell with 100% accuracy words commonly used.
2. To apply spelling rules to all written work.
3. To recognize word roots, prefixes, and suffixes and to spell words in syllables.

B. New Student Values

1. A desire to consult the dictionary when in doubt about the correct spelling of a word.
2. A desire to learn and study spelling every day.
3. An awareness of the necessity for keeping a list of all misspelled words.

C. New Student Understandings

1. That having a system such as the see-say-write method helps to eliminate misspellings that are a result of visual and auditory confusion.
2. That incorrect spelling interferes with skillful communication.

III. Introducing the Lesson

If we are to communicate properly, learning to spell correctly is essential. Spelling errors can cause written work to be very confusing. Introduce the unit by writing on the board a group of sentences containing misspelled words taken from students' written work. Have students copy the sentences and write the misspelled words separately on a sheet of paper. Discuss spelling rules which apply to each. Have students write the spelling rule for each word.

IV. Classroom Activities

1. Have students spell daily ten words from his individual "spelling demons" list.

2. Write a list of words commonly used by the following persons: a dress maker, a farmer, a cook, a doctor, a mathematician, a carpenter, an auto mechanic, a cosmetologist. Now divide these words into syllables. Consult the dictionary.

3. Write words descriptive of the following: a giant, a sunset, a farm, Christmas, the beach, the airport, the library, the church, an automobile, the theater. Define each word and give the correct pronunciation.

4. Record a paragraph on tape and have students rewrite the paragraph from dictation. Paragraph should contain review of words formerly tested.

5. Select a unit of vocabulary (shop words, kitchen terms, baseball terms, etc.) and use the group of words in a short paragraph. Be accurate and try to say something worthwhile!

V. Test

A. Divide the following words into syllables:

department	secretary	disappearance
library	million	accidentally
museum	necessary	together

B. Write the following words, supplying the missing letters (e and i) in the correct order.

bel__ve	Br__f	f__ld
p__ce	n__ghbor	Rec__ve
w__gth	l__sure	c__ling

C. Add the prefixes or suffixes as shown and write the new word.

im+perfect	swim+ing	argue+ment
create+ive	il+legal	control+ed
change+ing	mystery+ous	dis+satisfied

D. Write the plural for each word.

goose	Negro	thief	mouse	monkey
radio	chief	tomato	sheep	man
company	ox	echo	clash	life

E. Write the following words supplying -ceed, -cede, or -sede.

super---	pro----	con----
suc----	ex----	pre----

F. Write the word given in parenthesis that makes the sentence correct.

1. I need a new box of (stationary, stationery).
2. (Whether, weather) prediction is an important branch of meterology.
3. Good (advice, advise) may be easy to give but hard to follow.
4. Can you fix the (brakes, breaks) on my bicycle?
5. Vegetables (lose, loose) some of their vitamins when they are cooked.

G. Spell with 100 percent accuracy all the words from individual "spelling demons" list.

I. Almost Is Not Good Enough

II. Purposes

A. New Student Abilities

1. To devise analogies using synonyms and anonyms
2. To spell correctly homonyms when used in dictated sentences
3. To recognize letter combinations such as str in straight, wh in white, and be able to sound them correctly
4. To recall spellings of particular phonetic combinations or single sounds
5. To build new words through use of prefix and suffix

B. New Student Values

1. A desire to improve spelling
2. An interest in spelling and vocabulary activities

C. New Student Understandings

1. That correct pronunciation is an aid to correct spelling
2. That good spelling is an aid to communication

III. Introducing the Lesson

In this unit, the student is asked to listen to sounds, is told to speak the sounds, and to write them, with the aim of arriving at generalizations which enable the student to recall spelling of studied words, to spell independently those new words with the same elements.

Prepare and project a transparency of three-letter nonsense and sense sounds. Coordinate by using a prepared tape of the same sounds.
Example: igg agg egg ugg
big bag beg bug
Students hear and see the sounds. Then they write them.

IV. Activities

1. Repeat introductory lesson, using long vowel sounds.
example: ād̄e īd̄e ūd̄e ōd̄e

2. Select a list of word endings (ack, end, ill, owl) and have students see how many words they can write in one minute. Student reads his list. Check spelling. Some students may work at the chalk board while other perform at their seats.

3. Say the following words and have the students give sentences orally, using each form.
   Examples: pave — He will pave the way for us.
   paved — The men paved the road.

4. Have the students build new words by using prefixes and suffixes.
   Examples: pave . . . . . .repave, repaved, unpaved, paving
   lax . . . . . .relax, relaxing, relaxed
   create . . . . .creative, creation, uncreative, recreate, recreation

5. Compose paragraphs similar to the following example. Dictate to the class. Have students listen for and correct any errors.
   Example: John work in a factory. He has work there for seven months. Sometime he work eight hour a day.

6. Practice distinguishing the sounds of th, d, and t. Give the following pre-test to determine weakness here. Sound each carefully. Students write the sounds they hear.

1. d	6. th(hard)
2. ten	7. bend
3. things	8. th(soft)
4. path	9. taught
5. mad	10. dole

7. Game with connotations. Student pronounces the word, telling what picture the word brings to his mind. The image is pleasant? Unpleasant?
   Examples: rain drink teacher mirror
   cheap face hospital

8. Introduce Roget's Thesaurus (Dictionary form) to the class. You may start with synonyms; then go to anyonyms.

9. Dictate sentences using homonyms. Have students spell the word used.
   Examples: pair pare pear; rap wrap
   allowed aloud; base bass; sow sew

V. Test (Homonyms)

Dictate the following sentences. Have students write the correct word as stressed.
1. Pare the carrots for dinner.
2. There they are by the stove.
3. I've eaten an apple for every day of the week.
4. My favorite fruit is a pear.

5. He ran to third base, but the ball was declared foul.
6. This ore is rich in iron.
7. Are you allowed to speak aloud in class?
8. I've lost my lead pencil.
9. I don't know how he did it.
10. Don't waste so much time!
11. The vein bled until he was very weak.
12. He used to peddle fish.
13. He sowed the front yard with grass seed.
14. Please wrap that pair of socks for me.
15. Don't be so vane; I can see through you.

VI. Materials

Roget's Thesaurus (Dictionary form)

I. Almost Is Not Good Enough

II. New Student Abilities

1. To show an understanding of the structure and meaning of words and phrases by relating them to contextual clues.
2. To identify homonyms and antonyms in a given selection.
3. To distinguish between words of identical or somewhat similar pronunciation and use them in sentences.
4. To use the correct form of words by recognizing the following structures of grammatical significance.
   (1) endings: ed, ing, s, er, est
   (2) plurals: s, es, ies, ves, variants
5. To be able to divide words according to the rules of syllabication.

III. New Student Values

1. To recognize and value correct word usage and spelling.
2. To develop a desire to increase vocabulary.

IV. New Student Understandings

1. An awareness that words or phrases convey exact meanings.
2. An awareness that appropriate vocabulary for the audience and purpose must be used.
3. An awareness of the rules for the correct spelling of words in the following cases.
   1. Words ending in final y.
   2. Words ending in silent e
   3. Words that double the final consonant before a suffix
   4. Words containing ie vs ei
   5. Suffixes to one-syllable words and to words ending in silent e
   6. Prefixes to a root word
   7. The plural of words

V. Introducing the Lesson

Begin the lesson by giving to each student a list of basic root words and prefixes and suffixes. Then by building word families, illustrate how a knowledge of these basic roots, prefixes and suffixes can increase vocabulary.

All during the year, display a wall chart listing common prefixes, suffixes, and roots.

Keep an attractive bulletin board where word meanings can be illustrated by headlines, pictures, cartoons, clippings, and advertisements.

VI. Classroom Activities

1. Have students compile a list of 30 words which they have sometimes misspelled. Then have them design a method for mastering the spelling of these words.

2. Give students a list of words that can be made into contractions. Then have them write out the contractions.

3. Have students write sentences, spelling and using each correctly:

1. aisle isle	7. council counsel	13. they're there
2. already all ready	8. ant aunt	14. to too two
3. canvas canvass	9. herd heard	15. waste waist
4. capitol capital	10. its it's	16. whose who's
5. complement compliment	11. principle principal	17. your you're
6. coarse course	12. stationery stationary	

4. To increase students' vocabularies, have them make lists of words associated with hobbies, various vocations, rock music, ecology, school, and any other subjects relevant to the students' needs.

5. Make sure that students can spell and read all the "survival" words. (See following lists.)

6. Collect a series of pictures on various subjects. Have students write as many words as they can that name the pictures. Then discuss the reasons for the existence of many synonyms.

7. Games

   Dictionary Salad: Write a word such as superintendent or dictionary on the board and have the students make as many words as possible by using only the letters in the words they choose (be sure that the word contains several different vowels). No abbreviations, foreign words, proper nouns, or slang should be allowed.

   Scramble: Put a list of words on the board with their letters scrambled. The students must unscramble the words orally, at the board, or on paper.

Categories: When the students have paper and pencils ready, announce a specific category (sports, music, cities, flowers, etc.) and see how many words they can write that fit into the chosen category. Award one point for each appropriate, correctly spelled word. Students can work individually or in teams.

8. Have students keep word cards, writing a new word on one side and a sentence in which the word is found on the other.

9. Have students make "special dictionaries" of terms that pertain to hobbies or special interests, as a pciture dictionary of sports words, fashion terms, etc.

VI. Test

Give spelling and vocabulary tests that evaluate the students' ability to associate and relate.

Examples of questions:

1. Answer true or false:
   An alternative does not give a choice or second possibility.

2. Answer yes or no:
   Would you show respect for a wanton act?

3. Cross the word that does not belong:
   liberal, progressive, generous, broad, restrictive

4. Add a word that belongs in this group:
   humid, damp, moist

5. Present words and ask the students to write related words and use each in a sentence.
   Examples: vocation (convocation, invocation)
   merge (Submerge, immerge)

6. Use crossword puzzles to test students' ability to use the words. Let students construct puzzles with words or else fill in puzzles already constructed.

7. Give students paragraphs containing blanks, followed by a list of words to be put in the blanks.

Some Troublesome Words:

Listed below are words which are pronounced alike but which are different in spelling and meaning. In speaking, an error in the use of these words is not evident, but in writing, the words to cause spelling problems for many people. Learn the meaning and spelling of each word that is unfamiliar to you.

air, heir
allowed, aloud
alter, altar
bare, bear
baring, bearing
beach, beech
berth, birth
blew, blue
board, bored
brake, break
bridal, bridle
canvas, canvass
ceiling, sealing
cite, sight, site
clause, claws
coarse, course,
complement, compliment
dear, deer
dew, due
dyeing, dying
fair, fare
flair, flare
flew, flue, flu
fore, four
forth, fourth
grate, great
hair, hare
heal, heel
hear, here
heard, herd
hole, whole
idle, idol
knew, new
lesson, lessen
main, mane
might, mite
one, won
pair, pare, pear
passed, past
peace, piece
plain, plane
plum, plumb
principal, principle
rain, reign, rein
read, reed,
read, red
reel, real
right, rite
road, rode
root, route
sale, sail
sea, see
seam, seem
shone, shown
side, sighed
soar, sore
some, sum
stake, steak
stationary, stationery
steal, steel
straight, strait
their, there, they're
threw, through
to, too, two
vain, vane, vein
wait, weight
ware,wear
wave, waive
we, wee
weak, week
whose, who's
yolk, yoke

Sample practice: Mark out the incorrect words in the following sentences:

1. (We, wee) plan to spend (to, too, two)(weeks, weaks) at camp.
2. Our (won, one) victory is the (one, won) that we (one, won) today.

SURVIVAL WORDS

(From "Wilson's Essential Vocabulary")
The Reading Teacher, November 1963

Adults Only
Antidote
Beware
Beware of Dog
Bus Station
Bus Stop

Caution
Closed
Combustible
Contaminated

Condemned

Deep Water
Dentist
Don't Walk
Do Not Cross, Use Tunnel
Do Not Crowd
Do Not Enter
Do Not Inhale Fumes
Do Not Push
Do Not Refreeze
Do Not Shove
Do Not Stand Up
Do Not Use Near Open Flame
Do Not Use Near Heat
Doctor (Dr.)
Down
Dynamite

Elevator
Emergency Exit
Entrance
Employees Only
Exit
Exit Only
Explosives
External Use Only

Handle
Hands Off
Help
High Voltage

In
Inflammable
Information
Instructions
Keep Away
Keep Closed At All Times
Keep Off (The Grass)
Keep Out

Ladies
Lost
Live Wires
No Admittance
Next (Window) (Gate)
No Checks Cashed
No Credit
No Diving
No Dogs Allowed
No Dumping
No Fires
No Loitering
No Hunting
No Fishing
No Minors
No Smoking
No Spitting
No Swimming
No Touching
No Trespassing
Noxious
Not For Internal Use
Nurse

Office
Open
Out

Safety First
Shallow Water
Shelter
Smoking Prohibited
Step Down (Up)
Taxi Stand
Terms Cash
Thin Ice
This Side Up
This End Up

Up
Use Before (Date)
Use In Open Air
Use Other Door

Violators will Be Prosecuted
Walk
Wanted
Warning
Watch Your Step
Wet Paint
Women

All Cars (Trucks) Stop

Ask Attendant For Key
Beware of Cross Winds
Bridge Out
Bus Only
Caution
Bus Only
Curve
Danger

Dangerous Curve
Dead End
Deer (Cattle) Crossing
Detour
Dim Lights

Fallout Shelter
Fire Escape
Fire Extinguisher

First Aid
Flammable
Found
Fragile

Gasoline
Gate
Gentlemen

Exit Only

Exit Speed 30
Falling Rocks
Flooded
Floods When Raining
Four Way Stop
Freeway

Garage
Gate
Go Slow
Hospital Zone
Inspection Station

Junction 101 A
Keep To The Left
(Right)

Lane Ends
Last Chance for Gas

Left Lane Must Turn
Left
Loading Zone

Look Out for The
Cars (Trucks)
Listen

Mechanic on Duty
Men Working
Merge Left
(Right)
Merging Traffic

Out of Order

Pedestrians
Prohibited
Poison
Poisonous
Police (Station)
Post No Bills
Post Office
Posted
Private
Private Property
Pull
Push
Military Reservation

Next
No Left Turn
No Parking
No Passing
No Right Turn
No Right Turn on
Red Light
No Smoking Area
No Standing
No Stopping
No Turns
Not A Through Street
No "U" Turn

One Way - Do Not
Enter
One Way Street

Pavement Ends

Railroad Crossing
R.R.
Restrooms
Resume Speed

Right Turn Must
Turn Right
Road Closed

School Stop
School Zone
Slide Area

Dip
Do Not Block Walk
(Driveway)

Do Not Enter
Drifting Sand
Drive Slow

Emergency Vehicles
Only
End 45
End Construction
Entrance

Slippery When Wet
(Frosty)
Slow Down
Slower Traffic
Keep Right

Speed Checked By Radar

Stop
Stop Ahead
Stop for Pedestrians

Stop When Occupied
Stop Motor
This Lane May (Must)
Turn Left
This Road Patrolled
by Aircraft

Three Way Light
Turn Off ½ Mile
(¼ Mile)

Use Low Gear
Unloading Zone

Watch for Flagman

Watch For Low
Flying Aircraft
Winding Road
Yield
Yield Right Of Way

BASIC WORD LIST[1]

deleted due to copyright restrictions

[1]Dorris M. Lee and R. V. Allen, Learning to Read Through Experience, 2d ed., New York: Appleton-Century-Crofts, 1963, (pp. 129-130).

STUDENT CHARACTERISTIC No. 5:

"He can write acceptable letters, both business and social, observing accepted format and structure."

UNIT NO. 5:

SPREADING THE WORD

I. Spreading The Word

II. Purposes

A. New Student Abilities

1. To use correct letter forms
2. To write clear, courteous letters for home and school needs
3. To apply correctly the fundamentals of all correspondence, punctuation, capitalization, and spelling.

B. New Student Values

1. An awareness of the necessity for learning how to write social letters.
2. A desire to be accurate and prompt in all business transactions.
3. An awareness of the importance of the impression given by a letter.

C. New Student Understanding

1. That learning how to put writing into daily practical use will be invaluable throughout one's life.
2. That a letter should be an expression of one's own individual personality.
3. That despite the advances in communication, it is through letters that we are able to share experiences with friends and relatives and to keep close contact with them.
4. That business letters are strictly for business and should not contain news, humor, or personal statements.

III. Introducing the Lesson

This unit may be introduced by first helping students to realize that the letter is the most convenient and effective substitute for conversation, and effectiveness must be exact and clear. On the board, list all the occasions students can think of when writing a letter would be appropriate. Present models for class discussion.

On the opaque projector list and discuss with students the parts of the social letter and the business letter. This should be followed by a discussion on the mechanics of the social and the business letter.

IV. Classroom Activities

A. Social Letters

1. Compose a thank-you note to a relative or friend for a birthday gift.

2. Write a bread-and-butter letter to a host or hostess expressing thanks for the hospitality you received during your week-end visit.

3. Invite a relative to spend the holidays with you.

4. Write a letter rejecting an invitation to a pre-holiday party.

5. Write a letter accepting an invitation to spend your vacation with a relative you haven't seen for a long time.

6. Write a letter requesting an interview with someone in the school community to get reaction on a current topic.

7. Write a letter informing members of a called club meeting.

B. Business Letters

1. Write a letter applying for summer job.

2. Write a letter to a firm ordering an article from a catalog.

3. Write a letter of complaint or adjustment, explaining the specific adjustment requested.

V. Test

A. What are the parts of a business letter?
B. Which part is not included in an informal letter?
C. Why are words in the headings and addresses not abbreviated?
D. Is it impolite to type a friendly letter?
E. What mark is used after the salutation of a business letter?
F. Is the salutation of a letter indented?
G. Write three salutations of a letter which are appropriate for the business letter.
H. How do you fold a business letter?
I. What mark is used after the complimentary close?
J. Write five do's and don'ts for the social letter and the business letter.
K. Write a letter of application in response to a help-wanted ad from your local newspaper.

I. Spreading the Word

II. Purposes

A. New Student Abilities

1. To write various types of personal letters using the rules appropriate to good personal letter writing.

a. to write an interesting, friendly letter
b. to write letters of thanks
c. to write letters of sympathy
d. to write letters of congratulation
e. to write invitations and answers to invitations

2. To write effective business letters using the rules appropriate to good business letter writing.

a. to write letters of application
b. to write letters of order and complaint
c. to write letters of inquiry
d. to write letters of report
e. to write letters of acceptance or rejection

B. New Student Values

1. An awareness that every letter one writes shows something about his character.
2. A desire to write more effective personal letters.
3. A desire to write clear, concise business letters.

C. New Student Understandings

1.. That personal letter-writing time is a time to visit with friends and relatives who are too far away to visit in person and not near enough for many telephone calls.
2. That a business letter poorly done will not get quick attention and may not be understood.
3. That one writes business letters with a very definite purpose in mind.

III. Introducing the Lesson

This unit may be introduced by involving the students in a discussion of the purpose, amount, and kind of personal letter writing and business letter writing which they send and which they receive. The instructor may learn during this discussion period just how much the students know about the

etiquette of letter writing. If possible, use the overhead projector to write pertinent points brought out during the discussion.

IV. Classroom Activities

A. Business Letters

1. Have students write a state senator or legislator about his support of an educational bill which sets up a 12-month school year.

2. Have students write a report to an insurance company concerning an accident which they witnessed.

3. Have students collect various types of business letters and envelopes from several companies to compare as to style or form, content, and effectiveness.

4. Have students choose and write one type of business letter which they would like to send to an actual company or business firm. Have them address the envelope properly and mail the letter.

5. Have several students create an effective bulletin board on writing business and personal letters.

B. Personal letters

1. Have students write a letter of congratulations to the coach and members of the team winning the state basketball tournament.

2. Have students write letters of sympathy to a friend whose father died in an automobile accident.

3. Have students write a friendly letter to a friend who has moved out-of-town.

4. Have students find a pen pal in another city or state to write to frequently.

V. Tests

No formal test recommended beyond activities.

STUDENT CHARACTERISTIC No. 6:

"He can consciously make decisions."

UNIT NO. 6:

MAKING A DIFFERENCE

I. Making A Difference

II. Purposes

A. New Student Abilities

1. To relate his reading on decision-making to his personal situation.

B. New Student Values

1. A desire to make decisions in relation to enduring gains rather than immediate gains
2. A awareness of the many decisions one makes in an ordinary day

C. New Student Understanding

1. That one's decisions affect his life and the lives of others and that these decisions are of many kinds
2. That one should base decisions on careful consideration of available evidence
3. That one makes decisions according to his knowledge and experience at the moment of the decision
4. That clear communication is important in decision making
5. That literature vicariously expands one's background

III. Introducing the Lesson

This unit may be introduced by involving the pupils in a group discussion of what is meant by decisions in order to discover the pupils' understandings and ability to identify decisions in their own daily living. Pupils may be asked to share examples of decisions with which they are familiar. After these activities the pupils' interests should be aroused to read selections on decision making.

IV. Classroom Activities

1. Read and discuss aloud Frost's "The Road Not Taken" and "Speech in the Virginia Convention" by Patrick Henry.

2. Have students read stories in which a decision must be made and have students fill in the ending.

3. Have students read and act out the play "The Tribes" (discuss the decision in the play).

4. Have students compare the decision made in "The Tribes" to the one in "Speech in the Virginia Convention".

5. The teacher can encourage individual reading of selections pertaining to the topic of decisions.

V. Tests

The teacher can evaluate the effect of this unit by student participation, oral discussion, and written reactions.

VI. Additional Materials

Poems: "The Choice" by Dorothy Parker
"Say Which" by Mark Van Doren

Short Stories: "The Last Leaf" by O. Henry
"The Lady of the Tiger" by Fred Stockton
"The Ambitious Guest" by Nathaniel Hawthorne
"The Decision" by Tom Burnan
"Mr. Chairman" - CHEAPER BY THE DOZEN by Frank B. Gilbreth and Ernestine G. Carey
"The Gift of the Magi" by O. Henry

Drama: Trifles by Susan Glaspell
The Tribes by Tracy K. Wynn with Associate Author Marvin Schwartz (Scholastic Scope - adapted February 7, 1972)

Films: "The Lady or the Tiger" - S. C. State Film Library (Free Loan)
"The Lottery" - S. C. State Film Library (Free Loan)
"The Ambitious Guest" - S. C. State Film Library (Free Loan)
"The Clown" - S. C. State Film Library (Free Loan)
"No Person To Stay" - S. C. State Film Library (Free Loan)

"Unfinished Stories for Use in the Classroom" - NEA Journal (reprint May, 1970)

ITV: Any selections from "A Matter of Fiction", a new literature series on the South Carolina ETV Network

I. Making A Difference

II. Purposes

A. New Student Abilities

1. To assemble information necessary for sound decision making.
2. To evaluate catalogued information.
3. To implement a course of action based on the evaluation.

B. New Student Understandings

1. That decisions require action.
2. That the decision-action sequence demands responsibility.
3. That Man has some control of the most random of events.

C. New Student Values

1. An awareness of the self's responsibility to decide (Don't pass the buck.)
2. An awareness of the necessity of decision making (Don't cop out; don't pull a Hamlet; don't rationalize.)

III. Introducing the Lesson

Decision making, like all human behavior, is habit forming; but so is non-decision making. Good decision-making habits are formed by acting through the process. Explain to them how writing helps them keep track of the information (assembling), helps them analyze the information (evaluation) and predicts consequence (by writing out various results ahead of time). This last is not unlike when we are troubled and mull something over in our mind. The additional materials should be covered in class because of depth and reading difficulty. If you use them, discuss them thoroughly with the students.

IV. Classroom Activities

1. This activity combines role-playing and composition. have the students assume the position of a student wronged by the teacher. He must straighten the situation out or fail.
   a. List the reasons he must act. Of these, list the three most valid points supporting his action.
   b. Write three short paragraphs, each presenting his side to the teacher in a completely different way. This is the writing out of the mulling over process.

2. The student is confronted with a choice of dates. Date A is a prestige date. The gang will think she's great. Date B is an approval date. Mother and Dad think she is the one. They know her folks and she goes to the right church. Date C has nothing going for her except he likes her.
   a. Catalog and analyze the reasons for choosing the date you do.
   b. Write a paragraph explaining what each date will be like. Predict how your experience will differ with each date.

3. Have each student pick one injustice around the school. (Litter on the lawn, reckless bus driving, improper speed zone, poor pedestrian traffic management, damage to the building, smoking in the restroom.)
   a. Catalog the facts in the situation.
   b. Analyze and evaluate the collection of facts.
   c. Write the principal a letter calling for a change. Tell why you are concerned. Tell why you have decided to act. Tell what the consequences would be if he fails to act.
   d. Decide whether or not to present the letter.

V. Tests

Set up facts and let students write the solution. The test in this case will be the performing of the writing activities.

VI. Additional Materials

A. No Reason to Stay -- a film about a boy deciding to drop out. (S. C. State Film Library, Free Loan)
B. Hamlet's "To be or not to be" speech
C. Vicktor E. Frankl, Man's Search for Meaning (Washington Square Press, New York: 1963). The first part, "Experiences in a Concentration Camp," shows how man decides his own fate even under the most adverse circumstances.

I. Making A Difference

II. Purpose

A. New Student Abilities

1. To meet decision-making logically.
2. To develop both negative and positive approach to making decisions.
3. To cope with "on the spot" decisions of everyday life.

B. New Student Values

1. An appreciation of the opportunities for making decisions.
2. A feeling of accomplishment in facing decisions.

C. New Student Understandings

1. That he must be able to identify the real problem.
2. That identification of the real problem to be solved is the first step toward the correct decision.

III. Introducing the Lesson

Spell decision. From that, point out the possible questionable arrangements of the letters that passed through the student's mind as he correctly (or incorrectly) spelled decision. (Thus a decision has been made.) Most of the decisions that we make are basically unplanned, unannounced. Major decisions, like marriage and jobs, involve much time, thought, and investigation. Some decisions are made for us by outside forces or other people. (Weather makes you wear a coat or carry an umbrella.) Making up the mind, determining what and how you will do in a given situation in an everyday event. It may be as simple as "What shall I wear today?" "Do I want to sleep late and skip breakfast?" or "Shall I ask Mary for a date?" It may be complicated enough to involve investigation, information and professional assistance.

IV. Classroom Activities

1. A few simple requests made by the teacher will serve to point out spontaneous decisions -- seemingly requiring no thought. Example: John, close the door. (He does it.) Get out your books. (The class does it.)

2. A test requires the students to make decisions --(is that the correct answer?) (Just what does the question ask?) Distribute copies of a short test and discuss orally ideas that flow through the mind before deciding on the answer. (If possible, test should have variety of types -- discussion, completion, multiple choice, true-false, identification, etc.)

3. Use unfinished stories -- These may be presented orally by teacher, tapes or students -- In the beginning allow classroom reactions, then narrow it to groups. Give different as well as identical situations to them. Have them return to group with decisions. (A great place for role-playing.) Gear topics to age and experience. Be sure they are timely and relevant.

4. Depending on group, local and national issues might be tackled, in forums, panel discussion, rap sessions or debates.

5. Job decisions are good open discussion topics -- the kind of work? the hours? the pay? other benefits? transportation? people? boss? advancement opportunities?

6. Use pictures to set up a situation. Here student must decide problem as well as solution.

7. A group of six soldiers are on patrol when an enemy movement traps them behind lines. When the presence of the patrol is discovered, three of the six men are severely wounded by mortar fire. As the enemy closes in, the lieutenant in command is forced to make a decision. Should the three unharmed men make an effort to fight off the far superior numbers and fire power of the enemy or should they make an attempt to escape the trap? Alternatives:
   1. remain and fight with the probability of all six being killed or taken prisoner
   2. attempt escape with the wounded men, bringing almost certain death to all
   3. attempt escape leaving the wounded men to their fate but gaining safety for the three unhurt soldiers

   QUESTIONS:
   1. What decision should the lieutenant make?
   2. What decision would you make?
   3. Discuss the beliefs that would be reflected in each decision.
   4. Do people make decisions based on beliefs?

8. The previous example has served to focus the students' attention on a problem area.
   a. Ask students to think of situation like the former and write it on the board.
   b. Have students offer questions to ask about this situation.
   c. Have other students suggest solutions to these situations.

9. After solving physical survival problems, go on to moral survival, economic survival, and intellectual survival

problems, working them the same way as #2. (Spiritual survival)

10. Discuss how "brain-washing" affects our decision making. Have students investigate ways in which the Chinese brainwashed Americans during the Korean War. Have them investigate and report on the words "reactionary", opportunist, materialists, capitalist, superficial. What techniques affected the decision-making of the American? Did techniques work? What value did the government try to teach soldiers?

V. Materials

N.E.A. furnishes many unfinished stories (29 for $1.00, Stock no. 381-11976. Usually one is printed in each issue of Today's Education. Most English teachers have catalogs of such materials.

I. Making a Difference

II. New Student Abilities

1. To generalize from specific facts
2. To distinguish fact from opinion and learn to evaluate opinions in the light of facts.
3. To make personal value judgements about his vicarious experiences.
4. To participate in group discussions on planned topics.
5. To give clear, concise directions for a process.
6. To define a particular position in a many-sided issue and collect evidence which supports that position.
7. To debate an issue informally with his peers.
8. To recognize evidence which supports a given premise.
9. To follow directions that are both general and specific.

III. New Student Values

1. An awareness of the techniques of propaganda and advertising.
2. An awareness of the basic principles of logic: induction and deduction.
3. An awareness of the flaws in logic, perverted evidence, and irrelevant examples or details.
4. An awareness of his own aesthetic and intellectual responses.
5. An awareness of the need to criticize what he reads in terms of logic and persuasive appeal and to make value judgements on these bases.

IV. New Student Understandings

1. That he can synthesize information from a variety of sources.
2. That he can recognize that personal perceptions and subjective emotions enter into interpretation of meaning.
3. That he can generalize from the concrete to abstract.
4. That he can define and value his human, national and personal heritage of concepts.
5. That he can define and classify his reactions to written and heard material.
6. That he can recognize his decisions affect his life and the lives of others.

V. Introducing the Lesson

1. To introduce the lesson, present to the class a hypothetical problem such as the following:

   You have been offered a job with pay considerably higher than the pay for a job you have just signed a contract to accept. You like the position you have accepted, but you

need the money which the other job offers. What do you feel your obligation is? Why? Discuss. Have each student write his reaction. Then discuss with the students the fact that such decisions face us constantly.

2. To introduce the lesson, use the following quotation from Coleridge:

"There are four kinds of readers. The first is like the hourglass; and their reading being as the sand, it runs in and out and leaves not a vestige behind. A second is like the sponge which imbibes everything, and returns it in nearly the same state, only a little dirtier. A third is like a jelly bag allowing all that is pure to pass away and retaining only the refuse and dregs. And the fourth is like the slaves in the diamond mines of Golconda, who, in casting aside all that is worthless, retain only the pure gems."

Groups make posters using actual objects:
How do we read?
As hour glass? -- sands run in and out
As sponge? -- jumble everything - returns it in same state
As jelly bag? -- allow all that is pure to pass away --
retain only dregs
As slaves in diamond mines? -- retain only pure gems

VI. Classroom Activities

1. Have students choose controversial figure or subject to follow, read newspapers, magazines, books, billboards, listen to radio and look at TV to detect propaganda about the person or thing.

2. Bring in resource person involved in a contemporary controversy to speak to class. Then use newspaper articles, magazine articles, and television to show an opposing view. Have students question and make decisions for themselves.

3. Have students divide a sheet of paper in two columns with the headings: Opinion and Evidence. Then record statements they hear and place under the appropriate heading.

4. Have students find and bring to class newspaper articles that deal with fact and that contain mainly opinion. From this assignment, students should realize that news, sports, and financial pages are mainly factual and editorials, features, and advertisements generally express opinion.

5. Show a picture of someone in the news. Have students write a description of the person. Then let the class decide what is fact and what is opinion.

6. Show several cartoons to the class. Have the students write captions for them. Then write a paragraph of explanation for the choice of the title. How much fact has been used? How much opinion?

7. Have students describe a desk as it might look to a bug, to a person, and to a fly. How much difference does position from which we look at something make?

8. Bring articles on the same subject from two different newspapers. Give students a copy of both articles. Have them write a paragraph in which they compare the two articles. Which is more factual? Which has more opinion? Which is longer? How does each begin? End?

9. Discuss:
   What is propaganda?
   Where might we find it?
   Why is it important to be able to recognize propaganda?

   Talk with students about these tricks that are used in propaganda:
   a. Bad name trick - uses unpleasant word to make us regard something unfavorably.
   b. Glad name trick - uses many pleasant words as beautiful, luxurious, soft, sparkling, fragrant to make us regard something favorably.
   c. Transfer trick - states a famous person uses a product. One transfers his thoughts from people to product.
   d. Testimonial trick - similar to transfer trick. " I have used X brand, why don't you?"
   e. Plain folks trick - appeals to simple way of living.
   f. Band wagon-- everyone's doing it! why don't you?
   g. Stacking the cards - this sort of advertisement tells only half truths.

10. Have students read "Dear Abby" or another advice column, and have them discuss the advice. Is it what they would give? Why? Then have each student write an unsigned letter, giving a real or imagined problem. Exchange these letters, and have them write advice to the letter writer. At all times the students should observe correct letter writing formalities. The letter of reply should then be delivered to the student writing the original. Several of these letters and replies may be shared by class.

11. Have students analyze logically their feelings about the following subjects. What has affected their thinking? Parents? Television? Popular songs? Reading? Their environment?

    a. minorities
    b. family life
    c. war
    d. cult of obsolescence
    e. religion
    f. drugs
    g. language
    h. violence
    i. personal hygiene
    j. leisure time activities
    k. education
    l. food habits
    m. sub-cultures such as Hippies

12. Throw out a "logic problem" to your class. In this kind of a problem, present a situation to students, and then let them try to solve it by asking any questions that can be answered by "yes", "no", or "irrelevant". Two examples: (a) Each day a man comes to his hotel apartment in the evening, gets into the elevator, rides to the tenth floor, leaves the elevator and walks up to the twenty-first floor, rides all the way down, and goes off to work. Why this strange use of the elevator? Answer: The man is a midget, the elevator is self-service, and he can only reach the tenth floor button. In the morning, of course, he has only to push the first floor, or bottom button.
    (b) A man is found in a field surrounded by 53 bicycles. He has been shot through the head. By whom was he shot and why? Answer: The man was a professional gambler and he was shot by his gambling partners because he had been cheating at cards. The 53 bicycles are an illegal deck of "Bicycle" brand playing cards.

VII. Test

1. Pose a decision-making problem to the students. Have them in an essay analyze the problem, and devise a logical answer to it.

2. Divide the class into groups. Give each group a problem. In an improvisation have each group dramatize the way the students would resolve the problem.

STUDENT CHARACTERISTIC No. 7:

"He understands the structure, format, and methods of most testing devices."

UNIT NO. 7:

THE HOW AND THE WHY

I. The How and The Why

II. Purposes

A. New Student Abilities

1. To read directions carefully and completely.
2. To organize answers and avoid needless repetition.
3. To succeed on different kinds of tests.

B. New Student Values

1. A desire to acquire skills needed to succeed in taking tests.
2. A desire to develop a healthy, positive attitude toward taking tests.
3. A desire to make the best possible showing on a test.

C. New Student Understandings

1. That there are two general types of tests -- essay and objective -- and that each type requires special skills.
2. That the essay type test is designed to help the student utilize his creative, inquiring mind.
3. That the objective test often requires the student to discriminate, reason, and distinguish among several possible responses, thus compelling him to think carefully.
4. That a student can learn a great deal while preparing for and taking the test as well as while reviewing the results.

III. Introducing the Lesson

Students who perform poorly on tests do so because they fail to read directions and questions with understanding or fail to follow directions exactly. This unit will provide you with the knowledge to succeed on different types of tests. Introduce this unit by mimeographing copies of the following tests and have each student take the test. Allow only enough time that is required for each student to read the test. Discuss the results.

INTRODUCTORY TEST

1. Read this entire sheet before proceeding further.
2. Write your name, section, and date in the upper right hand corner.
3. Draw a circle around every "e" in this sentence.
4. Divide 2 into 10 and write the answer at the beginning of of this sentence.
5. Put a question mark at the end of sentence 7.
6. Underline the third word in sentence 3.

7. Cross out the fifth word in number 4.
8. Put a check mark in front of the odd numbers on this page.
9. Write the words "I understand" on the dotted line below.
10. Do only number 2 on this test.

IV. Classroom Activities

1. Using the opaque projector, discuss these faulty definitions with students. Have them rewrite each definition correctly.
   a. Avrice means greedy.
   b. An epigram is when you say something clever.
   c. A polyphone is a polyphonic letter or symbol.
   d. An epic is a long narrative poem.

2. Define the following terms. Make your definition accurate, clear, and concise by telling what class of individual persons, places, things, or events it belongs to and what characteristics distinguish iffrom other members of its class.
   a. parable
   b. smog
   c. autobiography
   d. seismograph

3. List the three greatest difficulties you have faced in taking essay tests. When everyone has prepared a list, have someone write on the board the most common difficulties. Discuss how they problems can be overcome.

4. Write a theme on the topic: TOO MUCH EMPHASIS IS PLACED ON EXAMINATIONS.

5. A good explanation is clear and logically arranged. Write a clear, interesting explanation of one of the following:

6. Pretend to be the pretend to the principal. Write directions to teachers and students telling how to follow the schedule for the day.

7. Reading a map, write directions telling how to get from one place to another.

8. Analogy is a form of comparison that helps us to explain or to clarify ideas and concepts. When you choose a familiar idea to express an unfamiliar one, you are using analogy. For example, you might say, "The function of the

mayor in city governme "; or mayor:city: government: state. Express in four words form the analogies suggested in the following sentences:

a. Tennis is played on a court while bowling requires lanes.
b. A glov and a hat are coverings for the hand and the hea , respectively.
c. The word "dormant" suggests inactivity while apathetic suggests indifference.

9. Underline the key word(s) in the following directions.
   a. Write a letter of the best answer.
   b. Underline the subject once and the verb twice. Then draw a vertical line between the complete subject and the complete predicate.
   c. Cross out the incorrect pronoun in each choice below. Then write the correct pronoun in the blank.

10. Write the word that makes each of the following statements false.
    a. All verbs express action.
    b. The antecedent of a pronoun is always a noun.
    c. A clause sometimes contains a subject and a verb,
    d. A verb never precedes the subject.

V. Test

Here are five samples from tests. For each of them, discuss the following questions, which deal with the test directions. Do not take the test.
What form must the answer have? a list, separate sentences? a paragraph?
Which are the important direction word(s)?
What steps should you follow in giving the answer?

1. Briefly, write the origin of your town or community.
2. Write letters a,b,c,d,e,f,g,h,i in a column at the left side of your paper. Put a plus sign after each letter that marks a word spelled correctly in the following list. Write correctly each misspelled word

a. grammer	d. niece	g. believe
b. criticise	e. seperate	h. auditorium
c. audience	f. appearence	i. accomodate

3. Copy the following titles, leaving a blank line below each name. Beside each title, write a sentence indicating the type of literature it is.

Great Expectations	The Life of Samuel Johnson
The Lady and the Tiger	Sea Fever

4. What problems did the main character have in performing his job?

VI. Additional Materials

<u>How to Take a Test</u> by J. C. Heston. Chicago, Illinois: Science Research Associates.

<u>Taking a Test: How to Do Your Best</u>. Yonkers, New York: World Book Company

I. The How and The Why

II. Purposes

A. New Student Abilities

1. To realize the importance of listening to complete thoughts.
2. To follow oral directions.
3. To comprehend the composition of good oral directions.

B. New Student Values

1. An awareness of the value of concentration in order to find the main ideas and purposes

C. New Student Understandings

1. That careful listening to clear directions will get someone to a correct "destination" without the need to inquire further.

III. Introducing the Lesson

In order for a student to understand the necessity of listening carefully to oral directions, he must be introduced to the process of composing good directions.

IV. Classroom Activities

1. Give each student a copy of the map of the city. Tell him to imagine that he is standing on a certain corner of a certain street. A motorist pulls up (another student) and asks directions to another street or place (high school, library, post office, etc.) Have student #1 direct student #2 orally. Have class follow the direction on their maps.
   Additional materials: maps of your city, or imaginary maps drawn and dittoed.

2. Explain to students the value of careful listening. In the middle of your explanations say something ridiculous. See how many students have "tuned you out?. Show them how easy it is to do this with test directions, etc.

3. Game: "What Did I Say?" (two teams)
   Student #1 on Team A, makes a comment of a few sentences. He asks any member of the opposite team, What did I say? If Team B member fails to repeat the speaker's main idea, the questioner's term scores one point. A correct answer scores for the answerer's team.
   Progress to paragraphs.

4. Have each student in the class prepare to give the rest of the class directions for doing something. The student will then ask two or three questions to test his classmates' listening.
   Examples:
   1. How to bake a cake
   2. How to take a good snapshot
   3. How to bait a hook
   4. How to clean a gun
   5. How to change a tire, etc.

V. Test

1. Give students road maps of their state. Give oral directions to them for getting from one city to another. Tell students what city they are to start from. Do not tell them where they will end their trip. After they have followed your directions, ask students where they are on the map. Use directions such as south, north, east, and west as well as route numbers.

2. Follow by having students give the oral directions.

3. When giving any tests to class during this unit on oral directions, give directions for the tests orally.

E6

I. The How and the Why

II. Purposes

A. New Student Abilities

1. To increase vocabulary skills by

a. Choosing a synonym for a given word
b. Choosing an antonym for a given word
c. Detecting a logical relationship between pairs of words.

2. To increase comprehension skills by

a. Completing exercises by inserting missing words in a sentence
b. Answering questions on a given passage.

3. To use to one's advantage the steps in test-taking strategy.

B. New Student Values

1. An awareness of the importance of strategy in test taking.
2. A desire to improve skill in analyzing and answering questions involving reasoning, judgement, comparison, and evaluation.
3. A desire to improve speed and skill in reading and understanding what is read.
4. A desire to prepare oneself in the particular fields which measure learning.

C. New Student Understandings

1. That one must follow the gist of test strategy:

a. Approach the test confidently, take it calmly.
b. Remember to review, the work before the test.
c. Don't "cram". Be careful of your diet and sleep, especially as the test draws nigh.
d. Arrive on time . . . and ready.
e. Choose a good seat. Get comfortable and relax.
f. Bring the complete kit of "tools" you will need.
g. Listen carefull to all directions.
h. Apportion your time intelligently with an "exam budget".
i. Read all directions carefull, twice if necessary. Pay particular attention to the scoring plan.
j. Look over the whole test before answering any questions.
k. Start right in, if possible. Stay with it. Use every second effectively.

l. Do the easy questions first; postpone harder questions until later.
m. Determine the pattern of the test questions. If it's hard-easy, etc., answer accordingly
n. Read each question carefully. Make sure you understand each one before you answer. Re-read if necessary.
o. Think! Avoid hurried answers. Guess intelligently.
p. Watch your watch and "exam budget" but do a little balancing of the time you devote to each question.
q. Get all the help you can from "cue" words.
r. Rephrase difficult questions for yourself. Watch out for "spoilers".
s. Refresh yourself with a few, well-chosen rest pauses during the test.
t. Use controlled association to see the relation of one question to another and with as many important ideas as you can develop.
u. Now that you're a "cool" test-taker, stay calm and confident throughout the test. Don't let anything throw you.
v. Edit, check, proofread your answers. Be a "bitter ender". Stay working until they make you go.

III. Introducing the Lesson

The motivation for study of this until will probably be an impending standardized test. The unit may be introduced by explaining the objectives of the test and its nature and scope. If possible, have out-of-date copies of several kinds of standardized tests available for students to look at. For fun, they may want to take the tests in an informal setting. Students should be encouraged to identify their weak areas and concentrate on improving them.

IV. Classroom Activities

1. Give students a duplicate of the machine-scored answer sheet. Have them listen to directions and fill out the identifying information completely. Review the proper procedure with the students and let them correct their mistakes.

2. Have students write directions for an imaginary portion of a test and read the directions to other members of the class. Compare the interpretations of the students.

3. Have students rewrite test directions in their own words. If they have difficulty in comprehension, they may need to analyze the directions by outlining major points.

4. Have students practice filling in on the machine-scored answer sheets their answers to test questions. Remind them to make only one mark for each answer. Additional and stray marks may be counted as mistakes. In making corrections, students should erase errors completely. Make glossy black marks.

5. Review with students the best methods for answering multiple choice questions. Have students answer several multiple choice questions. Analyze with them the correct procedure for establishing the right answer.

6. Have students restate or rephrase a multiple choice question with each of the suggested answer choices integrated into the question. This helps to see the question from different angles.

7. Review with students the best methods for answering matching questions. Have students answer several matching questions. Analyze with them the best procedure for establishing the correct answer.

8. Review with students the best methods for answering single-statement and composite-statement true-false questions. Have students answer several true-false statements. Analyze with them the correct procedure for establishing the right answer.

9. Develop synonym or antonym drills for students. Have students work these exercises in small groups, using the dictionary if needed.

10. Develop crossword puzzles using synonyms and antonyms. Have students work these puzzles, checking their answers in the dictionary.

11. Have each student develop a crossword puzzle using synonyms and antonyms. Let the students exchange crossword puzzles and work them. The student who developed the puzzle should have developed an answer sheet developed too.

12. Use flash cards to develop skill in answering with synonyms and antonyms.

13. Have students practice detecting the logical relationship between pairs of words by establishing the pattern of meaning: sameness, oppositeness, difference of degree, things of the same class, classification order, a whole and its parts, steps in a procedure, function, qualities of a thing, cause-effect, and a symbol and what it represents.

14. List several main words and three other words under each main word, each of which forms a different relationship with the main word. Have students write the name of the appropriate relationship beside the word.
Example: PIANO
A. heavy - qualities of a thing
B. music - function
C. wires - a whole and its parts

15. List several items on the board. Include some items of the same class. Have students select the objects belonging to things of the same class. Note that one specific object may have the relationship things of the same class with other objects in many different classes.

16. Give students verbal analogy problems which range from relatively easy to difficult. Ask them to list with their answers the fundamental word patterns (from the eleven listed in exercise M) which they used in determining the correct answers.

VI. Test and Materials

Test samples from Guidance Department of your school; check with the guidance counselor for copies.

STUDENT CHARACTERISTIC No. 8:

"He regards himself as a mature adult with attendant responsibilities and rights."

UNIT NO. 8:

COMING OF AGE

I. Coming of Age

II. Purposes

A. New Student Abilities

1. To be able to endure pain and suffering "when necessary"
2. To be able to take an active interest in the life and welfare of others
3. To wait for rewards and look at situations from a long range viewpoint
4. To control impulsive behavior such as temper-tantrums, flying off the handle, anger, copious crying
5. To be able to view differing opinions objectively
6. To be able to accept and adjust to those occurrences which they cannot control
7. To be able to cooperate rather than dominate group activities

B. New Student Values

1. An awareness of inconvenience and discomfort to others when one's demands of personal satisfaction are sought without regard to others
2. An awareness of the destructive elements of immature behavior
3. An awareness of one's responsibility in family, student, and community life
4. An awareness of "self" as others view him

C. New Student Understandings

1. That immediate satisfaction of one's desires is not always possible
2. That the social environment does affect one's attitudes and thoughts.

III. Introducing the Lesson

The teacher may introduce the lesson by having the students read and discuss the immature behavior found in the column of "Dear Abbey".

IV. Classroom Activities

1. Have the students read A Raisin in the Sun or A Tree Grows in Brooklyn and discuss the growth and adjustment to one's environment.

2. Have the students read stories concerning self-sacrifice such as, "Pilot's Choice" by Hunt Miller (Contact Series: Law, You, The Police and Justice -- Scholastic Book Services)

3. Have the students read selection from Bible stories where rewards were late in coming - Example: Job (students may also compare Job with an immature man)

4. Have students read "No Place to Go" (source series in #2) and discuss questions such as, does maturity and immaturity occur at a certain age?

V. Test

VI. Additional Materials

Scholastic Magazine - refer to #2 activity
Dear Abbey column
The Bible
Diary of Anne Frank - (students' level)
Profiles in Courage - by John F. Kennedy
Aesop's Fables
Benjamin Franklin's "Poor Richard's Almanac"
"When Nobody's Looking" by Jerome Weidman (Companion Series: Harcourt, Brace and World - Adventures for Today (2nd edition) - This may also be used in the "Law" unit
"The River's Warning" by Hamlin Garland (Companion Series, ibid)
"Steelman's Nerve" by William Heyliger (Companion Series, ibid)
Poem: "If" by Rudyard Kipling
The play, Job
Romeo and Juliet
Westside Story
I Never Promised You a Rose Garden
"Learning to Say Good-bye" by Jessamyn West (Companion Series: Harcourt, Brace and World - Adventures for Today (2nd edition)

I. Coming of Age

II. Purposes

A. New Student Abilities

1. To generalize from complex factual or emotional situations.
2. To organize in paragraph form from complex clusters to a specific well-stated image or principle.

B. New Student Values

1. An awareness of the necessity of simplifying human situations and events to something manageable.
2. An awareness of the part played in synthesis by the human spirit and a person's trust in his spirit.

C. New Student Understandings

1. That the mature person does not let his life bog down in chaos.
2. That the mature person struggles with himself and his environment for order.
3. That the mature person places order in his own life first. (To thine own self be true.)

III. Introducing the Lesson

Maturity rests upon emotional stability. Therefore, the above objectives depend on development of non-cognitive characteristics. Introduce this rather difficult concept by having the students recall moments from early life when they were overwhelmed by chaotic experience. Start it by telling some experience of your own. Have each identify the single thing that resolved the experience, giving it order. Talk of adults whose lives demonstrate this principle of maturity. Glenn Cunningham, Franklin Roosevelt, Martin Luther King's I Have a Dream" -- all of these represent how men order the chaos of experience to achieve maturity. Relate this lesson to the decision-making lesson by showing that we <u>decide</u> that our lives will be orderly.

IV. Classroom Activities

A. Write an account of a chaotic experience you have resolved (a struggle with parents, a friend, school officials, etc.).

1. Include in the first paragraph the things that made it so bad. List all of them.
2. In the second paragraph state the one thing that resolved the conflict. Write a concluding statement in the form of a moral (what you learned) in very concise

language. This is a good time to introduce the epigram.

3. Using butcher paper, set up a "graffiti board" in the room. Let all students transfer their epigrams to the board, being mindful of acceptable standards.

B. Pick the most troublesome issue in your life right now (drugs, sex, war).

1. In the first paragraph list everything bothersome about the issue.
2. Write two second paragraphs portraying what life will be like if you get involved and if you don't get involved. Pick the one you like best and include it in your paper.
3. Write a short final paragraph stating what life is like with or without your choice.

C. Cut an "Ann Landers" or "Dear Abby" article out of the paper.

1. Analyze the article by listing the troublesome things the writer mentions.
2. Summarize the answer given in one brief sentence.

V. Test

Have each student present another student with an Ann Landers type of problem. Have him answer the problem in brief concise language which synthesizes the problem and resolves the conflict.

VI. Additional Materials

A. Every library will have a biography of Cunningham, King, or Roosevelt.
B. The Parable of the Prodigal Son
C. The Old Testament reading of David and Bathsheba
D. Aesop's Fables are pertinent and short
E. Samson and Delilah

I. Coming of Age

II. Purposes

A. New Student Abilities

1. To make mature judgements
2. To deal effectively with others in a personal relationship
3. To maturely evaluate his actions

B. New Student Values

1. An awareness of his responsibilities to others in this world

C. New Student Understandings

1. That mature personal behavior is important
2. That mature decisions are made only by mature individuals

III. Introducing the Lesson

The student should be encouraged through simulation and role-playing to make mature decisions. Since there is no possible way to judge his maturity outside the classroom, simulated circumstances should be used.

IV. Classroom Activities

1. Have a student tell a story of an insult he either received or gave. Have him tell how he (or the other person) made amends. Then have him conclude with the outcome and the consequences. Have the class discuss alternate methods of handling the insult.

2. Give students this problem. "John has just entered the new school. Between the second and third period classes he wants a drink at the fountain. He pushes his way to the fountain in spite of the fact that many are standing in line." After the case is clearly stated, questions should be answered and answers discussed.
   a. Is it a good custom for people to stand in line and take turns?
   b. If you were one of the boys John pushed in front of, what would you have done?

3. When presenting any oral talks in class, appoint five or six chairmen, each chairman to be responsible for five or six students. Each chairman must prepare an

introduction for each speaker. It is the chairman's responsibility to check on the preparation of the members of his group.

Grade the student chairman on his organization and introductions.

4. Have student tell whom he trusts for advice and opinions. Then have him give an account of the relationship between the person and himself.

5. Give students this topic: "What American Freedom Means to Me." Students will prepare an oral talk in which they judge this topic by their responsibilities to their country and by the rights they should receive in return.

6. Correct introductions are indications of a person's social maturity. Set up a set of characters and by role-playing have students introduce one character to another. (Examples of characters: mother, father, principal, boss, pastor, adult neighbor, best friend, etc.)

7. Form a number of groups of three. One student will introduce the other two and start a conversation. Then he will leave, and the other two will continue to talk.
   Suggestions: Robert introduces Pastor Lewis to his friend, Harry. Then he goes to the kitchen to get some Cokes.

   Mary Smith introduces Alice to her aunt, Mrs. Allen from New York. Mary then goes to answer the door bell while Alice and Mrs. Allen chat.

8. Role-playing can be used in handling the following "friendly talk" situations.

   a. You are shifted to a new English section. A few minutes before class begins you take a seat next to a boy and girl you don't know.
   b. Standing at a check-out line at the supermarket you find yourself ahead of your math teacher.
   c. At a party you are introduced to a boy and girl who are visiting your city for the first time.
   d. A friend of your father calls to see him at your home. Your father is not home yet, but he is expected in a few minutes.

   Suggest:
   1. ask the other fellow's opinion
   2. build on the other fellow's remark
   3. talk about something you have in common
   4. disagree pleasantly

9. Have students suggest steps they should use in an evaluation of a friend's unlawful actions.

10. Have students discuss their responsibilities to others: family, peers, community.

11. Discuss how maturity affects our education plans, marriage plans, job plans, etc.

V. No test recommended

I. Coming of Age

II. Purposes

A. New Student Abilities

1. To contribute his thought and opinions to group discussions.
2. To listen as others in the group make contributions to discussions.
3. To evaluate objectively all contributions and assist the group in arriving at defensible conclusions.
4. To articulate his privately-held criteria for recognizing a mature person.
5. To evaluate his own maturity according to his own scale of such values.

B. New Student Values

1. An awareness of maturity as a valued goal for himself.
2. An awareness of his need to have other persons tolerate his lack of maturity and appreciate his achievements.
3. An awareness of the need to tolerate the lack of maturity in other persons (even adults) while simultaneously appreciating their contributions and accomplishments.

C. New Student Understandings

1. That growth toward maturity in the mental and emotional realms is a lifetime experience.
2. That the rate of such growth, as well as the capacity for such growth, differs with individuals.

III. Introducing the Lesson

Divide the class into discussion groups and explain that you have placed those you recognize as close friends in different groups because part of the purpose is to gain skill in working with others. Do not choose chairmen; let leadership emerge.

Assign some preliminary tasks to get the groups to function: Have them compute the average height of their group (act as timekeeper and announce the winning group). Have them survey their group to determine their three favorite television programs and the average number of hours spent watching television in a week. Pick the quietest member of each group and assign the others to keep this person talking for ten minutes by asking questions which relate to the subject (perhaps his favorite television program) and which cannot be answered "yes" or "no".

Evaluate their performance and give additional "warm-up" activities as needed to get the groups to be cohesive and cooperative. Some changes may be needed.

IV. Classroom Activities

1. Assign some subject matter tasks, perhaps short stories or essays to read (the group should decide whether one person will read it aloud, all will take turns, or all will read silently) with a hierarchy of questions to answer: begin with factual questions, proceed to interpretation (author's intention) and end with application (reader reaction and universal quality).

2. Have each group draw up a list of characteristics of the "mature" person. Conduct general discussion of the lists. Guide the discussion if necessary to have students recognize that the mature person is considerate of the rights and feelings of others and accepts gracefully the consequences of his own behavior and his own decisions.

3. The initial tasks should be interesting to students, but really controversial issues should be reserved until group members have gained respect for each other through mutual accomplishment, Have each group contrive a situation in which a young person faces a common problem: suggest some for starters, such as, he wants a larger allowance, he wants to use the car, he has a poor report card, she wants to stay out later, she wants an expensive dress, or she wants to date someone her parents have heard stories about. Let each group present to the class a dramatization of a situation in two ways -- one in which the teenager wins and another in which he loses. Then let the group explain what is responsible in each case. Have them discuss the actions of each person involved in terms of their criteria for maturity.

4. Begin a list of decisions that students will have to make as they become mature citizens: private decisions regarding vocations, marriage, church affiliation, home location, etc. and public decisions regarding the war in Vietnam, busing, amnesty for deserters and draft resisters, and a variety of other issues. Have each group consider some of these decisions (one at a time) and draw up a list of at least five considerations or influences that would affect an individual's decision.

5. Give each group a decision to make (real if available or imaginary) such as: Your class or club has $500 in the budget -- how should it be spent? The group should arrive at a decision and then analyze not only the reasons for and the maturity of the decision, but the procedure by which it was made.

V. No objective test recommended.

VI. Materials

1. The Scope "Come to Your Senses" material fits in well with this lesson.

STUDENT CHARACTERISTIC No. 9:

"He knows the most pertinent and important laws affecting him at work and at leisure, at home and away from home."

UNIT NO. 9:

LIVING WITHIN THE LIMITS

102

I. Living Within the Limits

II. Purposes

A. New Student Abilities

1. To be able to name the drugs outlawed in the state.
2. To be able to pass a written driver's examination
3. To respect police officers and figures of authority

B. New Student Values

1. An awareness of students' responsibility in forming and changing laws in the community
2. An awareness of the effects that state laws have upon one's individual and community life
3. An awareness of one's responsibility for enforcing laws in the community
4. An awareness of one's rights and responsibilities concerning state labor laws
5. An awareness of the penalties for using, selling, and possessing illegal drugs
6. An awareness of the meaning and responsibility concerning civil disobedience

C. New Student Understandings

1. That the students understand the responsibility and role of police officers
2. That there is a reason for certain drugs being outlawed

III. Introducing the Lesson

The students may read the ancient Code of Hammurabi and a discussion may follow comparing the rights of individuals under the law today with those of the Babylonian Era. (Other examples: English Common Law, Napoleonic Code, Justinian Code, Time-Life Series on Religion and the Great Ages of Man).

IV. Classroom Activities

1. Have students read supplementary material concerning ancient laws comparing those of laws today (material listed in III), and Roman Tablet, Egyptian Law, State Constitution, Federal Constitution, Hindu, Jewish, and Islamic Laws).

2. Read Thoreau's "Social Disobedience" and from this role play a community without laws.

Reading

3. Take a field trip to the state prison, reformatories, SLED headquarters, police station, or criminal court.

4. Show the film, Every Hour, Every Day (SC AVL) and discuss the uties and responsibilities of police officers.

5. Invite lawyers to speak on drugs and laws.

6. Invite police officers to meet students on neutral ground to discuss police officers' role in the community.

7. Have students read and discuss cases of drug offenders such as the case of Hanna Helpful. ("Justice in Urban America - Crimes and Justice" - Houghton Mifflin)

8. Invite drug reformers to speak on law and drugs.

9. Have students read the state law "Right to Work" and discuss the freedom of individuals to earn wages and the protection of wages.

10. Have students read and discuss the driving law found in The S. C. State Driver's Manual in conjunction with safety and convenience.

11. Have students read "A Girl was Murdered" (Scope Action Kit - "You, the Law, Police, and Justice") and discuss citizens' responsibilities in helping to enforce laws by aiding police officers.

12. Invite FBI special agents in to discuss citizens' responsibilities in deterring crime.

13. Have students read and discuss "Is There a Higher Law?" and "Where Is Marie?" (same source as #11)

14. Invite the reformed law offenders group "Operation Get Smart" to speak to the class (obtained through the State Correctional Institution)

V.

VI. Additional Materials

Write for material: Wage and Hour Discrimination Dept., Washington, D. C.
Short story: "The Restless Ones" - by Leslie Waller (Scope Literature Contact-Series), Scholastic Magazines, Inc. (This may also be used in the "Maturity" unit)
Novel: Lord of the Flies

Films: (All available from the S. C. State Audio-Visual Library)

"Why We Have Taxes" : The Town That Had No Policeman" - #409
"Why We Have Laws" - #410
"LSD: Insight or Insanity" - #800-397
"Speedscene" - #7095
"Drug Abuse: One Town's Answer" - #7097
"Day in the Death of Donny B, A" - #7099
"Flowers of Darkness" - #7100
"Bridge From No Place" - #7102
"Beyond LSD" - #12537
"Marijuana" - # (Bell)
"Focus on Speed and Uppers" - (Bell)
"Focus on Downers" - (Bell)
"Focus on Heroin" (Bell)
"Drug Addiction" - #6680
"Alcohol and the Human Body" - #6089

I. Living Within The Limits

II. Purposes

A. New Student Abilities

1. To initiate correspondence with various legal agencies.
2. To catalogue grievances.
3. To state problems concisely.

B. New Student Understandings

1. That the law is a servant of citizenship.
2. An awareness of the citizen's responsibilities to law.

III. Introducing the Lesson

The law is for the citizen, not the citizen for the law. This lesson ought to begin with a brief summary of the main social contracts which have resulted in our law. The Mayflower Compact illustrates how we have to give up natural rights for the general good. The Declaration of Independence is an excellent model to show to the students on how to catalogue grievances and state problems concisely. Introduce the unit with these. Illustrate how if the law is violated for one, it may be violated for all. The activities are designed to give the students access to tools of law under our democratic form of government.

IV. Classroom Activities

A. Write a letter to your congressman and arrange a visit. (Most S. C. congressmen have offices in each county seat in their congressional district.)
1. As a class, catalogue the items of discussion to be presented at the meeting, focusing on the way he can help you.
2. Visit the congressman at the appointed time.
3. Follow up by a class letter of thanks.

B. Arrange by letter a visit to the county court.
1. View a trial in progress.
2. Get a catalog of the services the family court can provide you.

C. Build a class file on the rights of young people, collecting newspaper articles, talking to lawyers, and the congressman.
1. Build a campaign around each item of rights.
2. The campaign is usually a poster composition comprised of verbal and non-verbal forms of expression.
    a. State the student right in concise language.
    b. Illustrate the statement with pictures.

V. Test

Give the class a hypothetical legal problem. Have them initiate letters to the family court, the congressman, and a lawyer asking help and seeking services.

VI. Additional Materials

A. Romans 14.
B. Up Against the Law: A paperback book stating students' rights.
C. A Man for All Seasons: A play that illustrates how overlooking the law leads to destruction of individual liberty.
D. The play, 1776.
E. Local legal secretary as resource.

I. Living Within the Limits

II. Purposes

A. New Student Abilities

1. To interpret the meaning and importance of law and order in his society
2. To communicate his feelings toward securing justice for himself and others
3. To evaluate the good and bad in legislation which affects him or others in his environment

B. New Student Values

1. An interest in how laws are made
2. A desire to seek changes in outmoded laws

C. New Student Understandings

1. That he is responsible for his actions under the laws
2. That laws are intended for the protection and development of our society
3. That because of freedom of expression in our society, one must often compromise
4. That the majority rules with consideration and protection of the rights of the minority

III. Introducing the Lesson

Examine school rules, the functions of the student council, the administrative powers of the principle under the guidance and direction of the school board.
Show how democratic principles are at work in the school environment:

Representative government
Majority rule
Protection and concern for Minority
Established rules (who formulates them?)
Compromise?
Equality

The students will examine these principles and air their disappointments, disagreements, injustices, etc. as they see them. Make a list of these for further analysis and understanding, or perhaps for changes which should be made.

IV. Activities

1. Select an unpopular school rule. Let the students debate the good or the bad of it. Have one of your more capable

students summarize the discussion.

2. Discuss: "What is Freedom?" "Is it Free?" Does it allow a few strong individuals the right to enforce their laws upon a larger more passive group of students?

3. Discuss school violations: vandalism, cheating, disobedience, etc. and have students form statements of school policy as they interpret it. Let them explore the good or bad and suggest changes that would strengthen the law and reduce violations.

4. Have students examine school rules pertaining to:
a. absenteeism, b. tardiness, - does the rule work?
If not, what suggestions do they have for correcting these?

5. Have students develop a step-by-step procedure for presenting a grievance for school action.

6. Student may decide what state laws reach into his school to provide safety for individuals. Example: fire drills.

7. Have the students explore and report to the class on the responsibilities of community law enforcement officers. Who are they? Titles? Duties? How selected?

8. Have students develop a listing of important qualifications the law enforcement official must have. What is their present attitude about the local law officers?

9. Discuss "The Community That Had No Laws". What would life be like in the home; on the street; in our schools?

10. Show films: "Local Government", "Municipal Government". Follow with student discussion.

11. Discuss the difference between Civil and Criminal Laws.

12. Invite a local law officer to speak on:
"Why I Chose Law Enforcement"
Follow with questions from the students.

13. Examine recent changes in Federal and State laws which affect many high school students. Example: Voting age, and the new "age of responsibility" laws.

14. Examine Federal laws and State laws which affect students:
a. free lunches b. busing c. free textbooks, etc.

15. Show film: State Government. Follow with discussion.

16. Evaluation of the influence by potential parties on the enactment of new laws.

17. Investigation: a. Who makes the laws governing his community? b. Who interprets them? c. Who executes them?

VI. Additional materials

Text: "Your Life As a Citizen"
Films: "Local Government", "Municipal Government" from S. C. State Film Library (plus others)

I. Living Within The Limits

II. Purposes

A. New Student Abilities

1. To explain what the law does or does not allow in a number of commonplace situations.
2. To acquire factual knowledge about both criminal and civil law so that he will not unwittingly violate the law and leave himself open to suit.
3. To distinguish the rights of employees and employers.

B. New Student Values

1. An awareness of the protections which the law provides.
2. An awareness of the potential difference in what is "right" and what is "legal".
3. An awareness that law enforcement procedures and personnel need improvement which can be effected only through the support and concern of citizens.

C. New Student Understandings

1. That the law depends for its effectiveness upon lawmakers, law enforcement agencies, and the courts.
2. That improvements will be made in these areas when concerned citizens work for such improvements.

III. Introducing the Lesson

Duplicate a quiz of cases similar to the following to stimulate interest in what the law does or does not allow. Real cases gleaned from current local events or from current newspapers would be even better.

A. Could you receive a speeding ticket for driving the posted speed limit on an icy road? (yes)

Must you stop for a red light even though a traffic officer motions you to proceed? (no)

Can you get a ticket for driving barefcoted? (no)

B. Include speakers from the Police Department or Sheriff's Office also, if available. Encourage such speakers to talk about their crime prevention efforts, as well as their crime detection procedures.

C. Have students watch a series of television programs which are concerned with crime detection and justice. Adam-12, Dragnet, Mod Squad, O'Hara, Mystery Theater, etc. would provide some topics for discussion and writing regarding police procedures and attitudes. Encourage students to discuss the realism or lack of it in such programs.

D. Have students bring to class several daily newspapers and have them use crayons or magic markers to mark each news item which involves a crime under criminal law and each item which probably will involve a civil suit. Encourage students to discover that the law is not just concerned with criminals but affects the quality of our daily lives.

E. Let students make a movie or slide-tape program that tells the complete chronicle of a crime. For example, they could simulate a store robbery, a police collecting evidence and interviewing witnesses, courtroom scenes of the trial, and a final verdict and sentence.

F. Television programs such as Owen Marshall, Perry Mason, Divorce Court, and The Defenders would give some background in court procedures. A field trip to observe traffic court or criminal court in session would be a valuable learning experience.

G. Engage students in informal debate and argument on the following legal situations:

1. If sixteen-year old Bill Jones bumps into a table in a neighbor's home and a valuable antique vase is broken, must his parents pay for it? (this is covered in civil law; they would probably be liable.)

2. You parked your bright new dune buggy in the yard without putting on the emergency brake. A five-year old neighbor, "pretending" to drive, moves the gear shift and the buggy rolls into a concrete wall, damaging the vehicle and injuring the child. Are the child's parents liable for damage to the dune buggy or are you liable for the child's medical expenses? (probably the latter; this also is civil law)

3. Mrs Fred Berry, without her husband's knowledge or consent, bought groceries and household supplies on her husband's credit. Must Mr. Berry pay for them? (again this is civil law, but a husband is bound to support his wife and minor children, even against his will)

4. Ken Jones was laid off from his job as a plasterer in a construction company. On the way home an automobile accident resulted in a broken leg and a back injury for Ken. Can he draw his unemployment compensation? (no, to be eligible, he must be available for work)

5. Bob Landers and Bill Gray were laying brick from a scaffold they built themselves out of adequate material supplied by their employer. The scaffold collapsed and both were injured. Can they collect workmen's compensation? (yes, though their negligence in constructing an unsafe scaffold may diminish the amount) Can they collect damages from their employer? (no, the employer is not liable if he makes possible for safe working situation)

6. Can sixteen-year old Jim Jones be stopped on the street and searched by police looking for illegal drugs. (yes, minors are not now protected by police or even school officials)

IV. Classroom Activities

1. Invite a speaker from the Lawyer's Association, if possible, to explain points of law in which students are interested.

2. The State Highway Department furnishes excellent speakers on highway safety and traffic laws. Have students write a letter of invitation to the department and send the one the class decides is best. Delegate students to meet the speaker, to introduce him, to have their questions ready, and to express appreciation from the group.

3. Speakers may also be available from the State Employment Commission, Juvenile Court, Legal Services, Public Welfare Departments, and local and state governments. Anticipate any speakers you are able to procure with prepared questions and follow up with thorough discussion. If unanswered questions arise after the guest's departure, include these in student-written thank-you letters. A valuable lesson is available in discovering that public servants are or are not willing to answer sincere inquiries.

VI. Additional Materials

Gateway English, Ways of Justice, Rebels and Regulars, MacMillan.
Your Own Thing, On the Run, Stone Educational Enterprises.

Scope Literature/Contact Series, Law: You, the Police and Justice, Scholastic Magazines, Inc.

NOTE: This Scope unit is particularly effective, and the above suggestions do not duplicate any of its material or activities. They are offered to supplement and extend.

STUDENT CHARACTERISTIC No. 10:

"He knows the extent, availability, and importance of continuing his educational processes through a lifetime."

UNIT NO. 10:

LIVING TO LEARN, LEARNING TO LIVE

I. Living To Learn, Learning To Live

II. Purposes

A. New Student Abilities

1. To have access to the available post-high school educational institutions.
2. To have access to the tools offered by those institutions.

B. New Student Values

1. An awareness of education as a continuing life process.
2. An awareness of the diversity of skills a changing adult life demands.

C. New Student Understandings

1. That school is not over at graduation.
2. That graduation is truly a commencement.
3. That a successful life in a capitalistic society depends on "access to tools".

III. Introducing the Lesson

The objectives of this unit emphasize the tools offered by post-high school institutions. The "access tools" notion is borrowed from the fascinating Last Whole Earth Catalog. Use the catalog to demonstrate that in an industrial, changing society, the individual must be open to new skills, ideas, and jobs. Retraining and relearning are a continuing process. Let the student or students browse through the catalog; it has its own message. The activities that follow are designed to give each student access to the tools he may need in the next 45-50 years.

IV. Classroom Activities

1. Think about what the society will be like in the year 2,000.
   a. Write a paper in which your first paragraph describes the world of 2,000.
   b. Write your second paragraph about what your work is in the year 2,000. Be realistic.
   c. Write your third paragraph describing how you acquired your training for your job in 2,000.

2. Write letters inviting representatives of all non-college training institutions to send representatives to the class to explain what tools they give access to. Include the Armed Forces and state agencies, such as Vocational Rehabilitation.

3. Write a catalog of non-vocational types of training in your area. Include such leisure time avocations as flower arranging, cooking, art, karate, woodworking.
   a. Visit the ones that interest you most.
   b. Enter descriptive statements in your catalog for each type of training; add pictures, if available.

4. Have the class construct their own Whole Education Catalog: Access to Training.

V. Test

Each student must be able to provide and describe three alternatives in terms of post-high school training.

VI. Additional Materials

A. All kinds of catalogs from training institutions, state agencies and the armed forces.

I. Living To Learn, Learning To Live

II. Purposes

A. New Student Abilities

1. To realize that learning is a continual lifelong effort.
2. To consider the use of recreational or leisure time as a time to avail himself of educational services rendered by community and industry.
3. To probe into company educational policies when considering jobs.

B. New Student Values

1. An awarenss that man's working week grows shorter, therefore there is a greater need to be occupied in worthwhile yet inexpensive projects.
2. The opportunities in education, hobbies and recreation afforded him by industry and community.

C. New Student Understandings

1. That he lives in a constantly changing society.
2. That as a citizen he needs to become informed and involved on local and national issues.

III. Introducing the Lesson

High school education serves as an apprenticeship to further development. Just a young boy worked under and learned from the master tradesman, we study twelve years to be given the opportunity to qualify for working "on our own". We gain a different point of view and embark on new self-planned adventures in learning.

IV. Classroom Activities

1. Ask local recreational departments to dicuss programs offered that broaden the individual's world -- (Bridge, sewing, ceramics, tennis, slimnastics, dancing, etc.)

2. Have students either individually or in pairs to interview leaders of the mentioned programs and report to class findings, such as the time offered, time required, expense involved.

3. Ask local industries to talk to the class about company policies regarding further training and education. Here again, students may go out and bring this to the class. (Size and location of community will determine much of this.)

4. Special education programs of the Armed Services should be explained by qualified personnel.

5. According to the community, encourage participation and attendance in local concerts, exhibits and such activities; use notices and posters to bring such to their attention.

I. Living To Learn, Learning To Live

II. Purposes

A. New Student Abilities

1. To distinguish and expose the component parts of a problem, situation, or subject.
2. To show the relationships of these parts to one another and to the subject as a whole.
3. To use discriminating taste in literature, art, music, and current events.

B. New Student Understandings

1. That he has a heritage and must transmit this to the next generation.
2. That emotions must be disciplined if he is to arrive at reasonable judgments.

C. New Student Values

1. An awareness that there are ideas which shape and move humanity and that he must commit himself to these ideas.
2. An awareness that he needs aesthetic and spiritual involvement.
3. An awareness that if he aims and works toward noble goals that life has meaning.
4. An awareness of the inherent dignity of each human being.

III. Introducing the Lesson

Give each student a mimeographed sheet with the following questions, and tell him that these will be the problems that will be dealt with in this unit.

A. Man's Relationship to Himself

Who am I?
What am I worth as an individual?
What are my capabilities and my potentialities?
In what way am I unique and to what extent do I have a right to remain unique?
How do I determine my goals?
How much formal education should I try to obtain?
What kind of education or training will meet my needs?
How do I use rather than abuse my physical and mental attributes?
What are the advantages of avoiding the use of stimulants and narcotics?
How do I cope with stresses and tensions to maintain health?

B. Man's Relationship to His Fellowman

Who is my neighbor?
What are the limits of my concern with my family, with my classmates, with my community, with the world in general?
What is my role in society?
What should be my involvement in the home, in the community, state and nation?
What standards and values do men live by?
To what extent do laws and mores affect my life?
How should I react to other cultures and mores?
Why is there hostility among various groups of people?
How can we help ourselves to get along together?

C. Man's Relationship to Nature

What is man's relationship to his environment?
How should he use his leisure time?
How much leisure time should a man have?
What is leisure time, the ideal life, freedom, responsibility?
How does responsibility develop and relate to freedom?
What are the contributions of the arts to a better society?
What are my own criteria for activities for leisure time?
Can man ever escape completely from his responsibility?

D. Man's Relationship to God

What has been the impact of religion on man?
Why does man need religion?
What impact has religion on government?
What are the origins of the major religions?
What relationship do religion and the arts have to each other?
What principles seem common to many religious beliefs?
What are some significant religious philosophies and ways of thinking?
How has religion affected me?

Let each student choose a theme that he is interested in and would like to explore. Then group the students according to the themes. Each group will then study, discuss and do a written report. Then it will present an organized panel discussion to the class on its findings.

IV. Classroom Activities

1. Have each student choose a book, article, or story that depicts the future. Then have him answer the following questions in an essay that he will present to the class:
   a. How is the future depicted?
   b. What will prevent the depicted from happening?

c. How realistic is the prediction?
d. To what extent has the prediction come true?
e. When was the prediction made?
f. What in the author's life may have influences his prediction of the future?

2. Have students transcribe a passage from a book that strongly appeals to them. Then have them pinpoint why the selection had such an impact on them.

3. Have students speculate on and discuss why they spend as much time as they do in certain places: a coffee house, a drug store, or a friend's home.

4. Have students analyze an incident of minor importance but one which they felt vitally important at the time: missing an appointment, not being spoken to by a close friend, getting a parking ticket; or dropping a hymnal in church.

5. Have students individually or in groups do a montage, collage, photographic essay, tape recording, or live oral presentation (planned dialogue or improvisations) to demonstrate an emotion: fear, happiness, peace, love, courage, anger, etc. Have student evaluate these according to their purpose.

6. Allow time and freedom for a gripe session regarding school rules (note to teacher: keep quiet) and reasons for them. Then have students draw up a list of rules which they would consider fair to all concerned. Vote on the acceptability of each and record the votes, so that students can try to analyze their areas of agreement and disagreement and suggest reasons for this. Have students explore the wisdom of self-government and rule of the majority and decide upon areas where this might be desirable and undesirable.

V. Test

1. Have students evaluate in a written report their stand on controversial issue: open-housing, graduated income tax, medicare, or bussing. Then have them analyze their reasons for their beliefs.

2. Write out a plan of action to correct an intolerable situation: racial tension in the school, the parking problem in a particular situation, or crime in their neighborhood.

STUDENT CHARACTERISTIC No. 11:

"He knows the value of having a personal philosophy and is aware of more than one set of values."

UNIT NO. 11:

WHAT I BELIEVE

I. What I Believe

II. Purposes

A. New Student Abilities

1. To read for the purpose of recognizing things of worth as they relate to the reader's life
2. To be able to withstand group pressures when contrasted to one's convictions
3. To be able to base one's convictions upon logic
4. To help the student consciously re-examine his beliefs when encountering alternate beliefs
5. To respect the sincerity of others who hold varying beliefs
6. To participate in upholding the freedom of choosing one's beliefs regarding individual dignity.

B. New Student Values

1. An appreciation for the worth of knowledge and experience
2. An awareness of an open mind while encountering opposition without fear of losing one's beliefs

C. New Student Understandings

1. That reading can broaden and deepen an individual's sense of values
2. That there are desirable and undesirable values
3. That institutions of home, school, and church in one's community help to determine one's values

III. Introducing the Lesson

The teacher may ask the students to think about the word "values" and what it means. Have students then discuss the thoughts, ideas, or names of persons who may have occurred to them as representing a value. Read the poem "What Shall He Tell That Son?" by Carl Sandburg and discuss the values presented in the poem.

IV. Classroom Activities

1. Teacher can put Voltaire's statement ("I disagree with you, but will defend your right to believe until death") on the board or on pieces of paper to hand out for students to read. Hold a discussion on why Voltaire's statement was made (Question for discussion: How can one who believes differently follow this action?)

2. Have students read written reports on individualized readings of great philosophers and world religions.

3. Have the teacher mimeograph the lyrics of Barry Saler's "The Ballad of the Green Beret". Break the class into small groups for discussion and have each group leader report the group's values concerning patriotism, Then play the recording. (For discussion: Is patriotism dead?)

4. Have students read current articles on controversial subjects that involve a person's values.

5. Have students read and comment on one or more biographies, stories, or plays concerning individuals who withstood group pressures by unholding their beliefs (examples: play -- "A Man for All Seasons", books - a biography of Sir Thomas More or Galileo, the story of Daniel, the story of the Mormon tract to Utah, A Patch of Blue, Black Like Me by J. Griffin, Profiles in Courage, by J. F. Kennedy, or Soul Sister by Grace)

6. Read the First Amendment to the Constitution and discuss the freedom of choosing one's beliefs.

7. Have the students write their beliefs anonymously. The teacher can then compile these into a book and encourage students to read the varying beliefs.

V. No specific test recommended.

VI. Additional Materials

Books: a biography of Sir Thomas More
a biography of Galileo
Play: "A Man for All Seasons"
Short Selection: "Glory in Bridgeville" by William Wise
(Companion Series: Harcourt Brace and World - Adventures for Today (2nd Edition)
Films: "Galileo" The Challenge of Reason" - S.C. AVL #12583
"Dare to be Different" S.C. AVL #FRGU (Filmstrip)#230
"Personal Commitment" - Where Do You Stand?" S.C. AVL #FRGU 156 (Filmstrip)

I. What I Believe

II. Purpose

A. New Student Abilities

1. To write personal, expressive statements about one's own beliefs
2. To see one's own beliefs in relation to those of others
3. To shape personal beliefs into personal, organized, expressive statements, coherent to others.

B. New Student Values

1. An awareness that beliefs are personal and unique to each one of us.
2. An awareness that beliefs depend on the input of data from society, friends, parents, and religious institutions.

C. New Student Understandings

1. An understanding that beliefs change with changes of experience and input.
2. An understanding that another's beliefs are as good to him as mine are to me.

III. Introducing the Lesson

Beliefs are dependent upon the input of experience, mores, and teaching. Therefore, they vary from person to person, from society to society. To get at this point, have a student or students compare beliefs that each hold differently. Reinforce this understanding of difference by having the students seek differences between the older and younger generations. Discuss the reasons for a difference between groups, called a "generation gap". Explore the underlying differences in personal politics. Why are some Democrats and others Republicans? Some conservatives and others liberals?

IV. Classroom Activities

A. Write a personal statement entitled, "The Me Nobody Knows".
1. Listen to the record from the opera, The Me nobody Knows.
2. Try to say who it is you really are.
3. Keep your sentences short, concise, and rhythmical, like the lyrics to the songs in the opera.

B. Write a comparison between your understanding of the word "peace" compared to the older generation's understanding of the word.

1. In the first paragraph define your "peace" and explain what you believe.
2. In the second paragraph define the older generation's "peace" and explain what they believe.
3. In the final paragraph, summarize the two views.

(NOTE: "Peace" in this lesson may be replaced by "love", "war", or other heavily connotated words used by the younger generation. Let the student pick his own word to explore.)

V. Test

Have the student select one of his beliefs that has changed. In one paragraph tell what the belief was; in another, why it changed; and finally, what it is now.

VI. Additional Materials

A. Acts:10
B. Declaration of Independence
C. The Bill of Rights
D. Matthew:5, 6, 7: The Sermon on the Mount.
E. Thomas A. Harris, M. D. I'm OK -- You're OK. A Practical Guide to Transactional Analysis. (Harper and Row: New York, 1969)

I. What I Believe

II. Purposes

A. New Student Abilities

1. To discuss with some degree of intelligence some values and some understandings about a personal philosophy.
2. To recognize sources of personal prejudices and to evaluate them objectively.

B. New Student Values

1. An interest in sharing the responsibility for the growth of his community
2. A desire to expand his personal responsibilities in that community

C. New Student Understandings

1. That personal beliefs constitute an important force in the development of national, state and local laws.
2. That a personal commitment is often the major factor contributing to the assessment of an individual's goals
3. That knowledge and understanding of another's beliefs helps one become more tolerant of another.

III. Introducing the Lesson

Show the films "The Reformation" and "The Spirit of the Renaissance", or similar selections. Here, the student will see the birth of a basic conflict, the emergence of new leadership, the divisions of schools of thought, and the resulting outlooks.

IV. Classroom Activities

1. Have students read current articles about growth of personal commitment among our young people. Have them select pictures and present these during oral discussion of articles read.

2. A group of students may prepare a picture collage of unrest in the world today as such unrest may be related to differences in beliefs. One student presents an oral interpretation of the collage. (example: Bengla Desh, Northern Ireland)

3. Discussion: "What would a community be life without common beliefs?"

4. Have students look up Ten Commandments. How have they influenced our present laws? List under each any familiar present-day laws which have to do with the same idea. Present these for discussion.

5. Have students mount pictures for display inthe classroom, showing different activities in the cultural beliefs of Americans and of people in other lands. Follow this preparation with a student critique of information gained.

6. Students may explore the founders of great religions of the world--Mohammed, Confusious, Buddha, etc. Make a note of unusual customs or beliefs and of similarities. Make note of terms such as Koran, Minaret, "untouchables", etc. and introduce them again at the end of the reports.

7. Using the world map, have students point out the birthplaces of these great religions and philosophies.

8. Have students explore the importance of personal beliefs and commitments in fulfilling the basic needs of the family and the individual.

9. Define prejudice among individuals.

10. Discuss what personal philosophy has to do with such student activities as March of Dimes, hospital "Candy-stripers", UNICEF Drives, recycling programs, etc.

11. Explore the influence of religion or philosophy upon music, films, T.V., family meals, etc.

V. Test (A Symposium)

(Arrange the seats or tables so that all students may see or hear other speakers with ease. Prepare questions based on previous activities and discussions. Let each student have his say on any question raised before proceeding to the next question.)

VI. Materials:

Text: Smith; Your Life as a Citizen; Ginn and Company.

Films: The Reformation H-C #40122 (52 min.)
The Spirit of the Renaissance #12550 (31 min.)

I. What I Believe

II. Purposes

A. New Student Abilities

1. To articulate a clear statement of his beliefs with reasons which are acceptable to himself.
2. To listen to different beliefs by others without showing contempt or bitterness.

B. New Student Values

1. An awareness of the variety of beliefs and religious practices in his community and in the world.
2. An awareness of his personal heritage which has shaped his own beliefs.
3. An awareness of the cause and effect relationship of his beliefs and the course of his life.

C. New Student Understandings

1. That human environment and background are factors which influence what one believes.
2. That respect for the beliefs and practices of others is to the survival of mankind.

III. Introducing the Lesson

Have students keep a private journal throughout this unit in which they record their thoughts, feelings, reactions, and impressions. Begin by bringing to class a variety of sounds, of faith (on a tape you make yourself): a child's bedtime prayer, Gregorian chants, a choir singing the Hallelujah Chorus, a gospel quartet, recitation of the kaddish, chimes or carillon, etc. Have students try to record honestly their thoughts and feelings while hearing each one.

IV. Classroom Activities

1. For several days have in the classroom a bright colored box, labeled "Values". Have students anonymously put pictures or drawings of things they value into the box. Have them put into their journals an explanation of why they value these things. Then have each student draw something from the box and try to explain to the class why he thinks someone would value that. Allow time to record in the journals some comments on things other people value and why they do. Have them react to their classmate's explanation of their own values.

2. Have students ask several different adults what they value most. Answer should be recorded accurately and objectively. Discuss these in class and let students decide reasons for any differences they notice. Allow time to record in journals some comments about the discussion, and the student's wish for his own future -- what does he think he will value most as an adult?

3. Have students write in their journals three basic beliefs held by their particular religious group. Then have them try to explain in simple language what this means, as if the explanations were for someone from a different culture.

4. Form students into research groups to investigate the major religions of the world. Have them look particularly for religious holidays or observances, for articles (clothing, sacred objects, and symbols), and for places of worship. Make a huge calendar (12 pieces of poster board or chart paper), and have students write a short explanation of each holiday or observance on 3x5 cards. Mark each date with magic marker on the calendar and run yard to appropriate card mounted on the side. They could be color coded with Jewish observances all red, etc.

5. Pick out common religious vocabulary, such as acolyte, kaddish, litany, mosque, communion, etc. Have students put them in large letters on sentence strips or other material and then write in ordinary handwriting a simple definition or explanation. Put these around the room so students can have easy access to them during the unit.

6. Make a collection of religious literature from all the churches and synagogues in the area; be sure to include the small sects whether represented in the class or not. Have students read these in class and copy into their journals a list of statements with which they agree and a list with which they do not agree.

7. Assign some short stories in which adolescent or adult characters behave fairly or unfairly, selfishly or unselfishly. With each selection, delve into values held by the characters. What did this person believe" How does the reader know this? How would he have behaved if he had held different values? How has what has happened to him influenced what he believes?

8. Have students write a cinquain about one of the characters:
   Noun -- Neighbor
   Adj. -- Kind, generous
   Verb -- Giving, sharing, loving
   Adv. -- Gently, helpfully, thoughtfully
   Noun -- Neighbor

   Have them write one for their journals about themselves.

9. List some maxims or miniature creeds on the board or bulletin board, e.g. "Honesty is the Best Policy", "If at first you don't succeed, try, try again", or "Cleanliness is next to Godliness." Let students weigh the evidence they can collect to prove or disprove the validity of the aphorism in modern society. Accept student conclusions. Help them only to compile evidence.

10. Encourage students to try an abstract painting, collage, sculpture, or poem on the subject of brotherly love or faith.

11. Have students use their most formal language and usage to write a theme: "This I Believe Is True". Have them use their journal entries as resource material.

V. Test

No formal test required, other than a personal statement similar to activity number 11 above, which requires personal commitment.

STUDENT CHARACTERISTIC No. 12:

"He is aware of the important role of modern media in communicating ideas both from the perspective of the individual and of society as a whole."

UNIT NO. 12:

THE WAY OF THE WORD

I. The Way Of The Word

II. Purposes

A. New Student Abilities

1. To be able to give clear directions as well as follow directions.
2. To be able to communicate with different kinds of people regardless of contrasting personalities
3. To read for the purpose of identifying one's own characteristics and actions with characters in similar situations
4. To interpret the thoughts and feelings of others.

B. New Student Values

1. An awareness of the influences various media have in directing ideas (TV, radio, movies, newspapers, etc.)
2. An awareness of various means of communicating ideas, such as joining organizations to further one's ideas, body language (non-verbal).
3. An awareness of everyday communication as a means of furthering individual ambitions.

C. New Student Understandings

1. That communication between peoples lessens prejudices and misunderstandings
2. That people everywhere have the same basic emotions
3. That one's way of speaking does not imply that he is either good or bad person and that one does not judge others only on the basis of language
4. That one has a responsibility for the relationship which exists between himself and the members of his family

III. Introducing the Lesson

A. The teacher may introduce this lesson by asking a student to direct the class in drawing a geometric figure. The student can only use verbal communications and no gestures or questions can be asked by the class. (See attached exercise.)

B. The teacher may display a variety of greeting cards both traditional and contemporary several days prior to beginning the unit in order to attract pupils' attention. Pupils may contribute to this display by bringing to class favorite greeting cards they have received or collected. Have a discussion regarding the kind of thought or feelings expressed by the sender of the card. (examples: sympathy, love, humor)

IV. Classroom Activities:

1. Have students relate bad experiences in their lives that have come about through lack of communication.

2. Have students build model planes or any similar project requiring the reading and following of directions.

3. Have students read various editorials on the same topic and discuss the effect newspapers have on communicating and shaping ideas.

4. Have students read statements made by various members of minority groups concerning controversial subjects and discuss how these people may hold different viewpoints.

5. Have students read from a history test the rise of various populace parties and their impact on American reforms. Hold a discussion on how people banning together can make their ideas heard and felt. (examples: Abolitionists, Women Suffrage (1920), Womens' Liberation today, Prohibitionists)

6. Have students prepare directions for traveling from one part of the school to another. Call on students to explain the final destination.

V. No formal test needed.

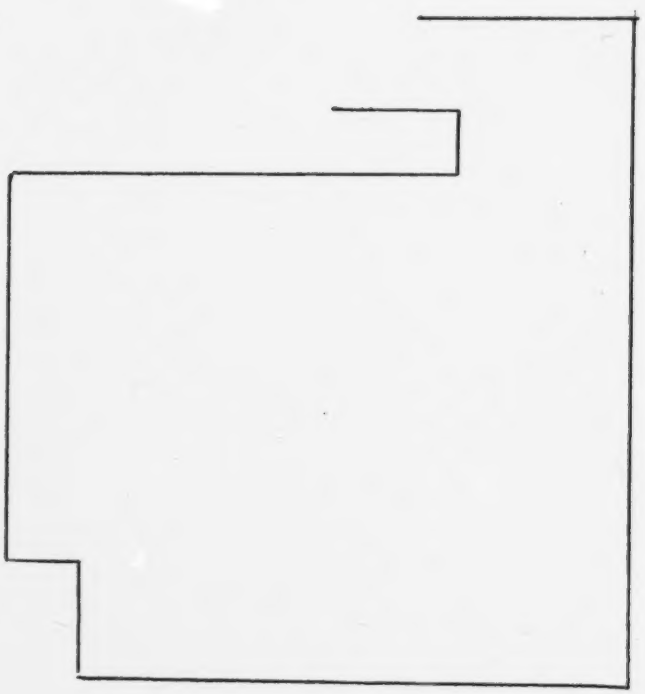
VI. Additional Materials

Films: "What Is Prejudice?" S.C. AVL #FRGU-25
"On Being Black" - S.C. AVL #FRSS-73
"Speech: Conversation" - S.C. AVL #YAF 2138
"Way to Better Conversation" - S.C. AVL #CIF 2121

Contact Bell Telephone for free Communication Series

CAN YOU COMMUNICATE IT?

DIRECTIONS: Allow only one student to see the drawing below. From the front of the room, he describes to the class what it looks like, and they each try to draw it from his directions. Compare their versions with the original below.



I. The Way Of The Word

II. Purposes

A. New Student Abilities

1. To recognize the power of modern media in communicating ideas.
2. To know that different media communicate in different ways.

B. New Student Values

1. An awareness of the value in forms of composition
2. An awareness of the effectiveness of the media on the message.

C. New Student Understandings

1. That how you say something is as important as what you say.
2. That you must consider the audience when selecting a medium for expressing your ideas.

III. Introducing the Lesson

The crux of the lesson is borrowed from McLuhan's "The media is the message". The performance objectives intend to secure two points: a wide choice of media open to the student and proper handling of the media. Introduce the work by reviewing commercials on T.V., or advertisements from the newspaper or magazines. Provide some live models for the students. Add to the list political campaign buttons, bumper stickers, and billboards.

IV. Classroom Activities

1. Pick a single school issue (the cafeteria needs improving, more paperback books are needed; more student representation in administrative decisions.)
   a. Phrase the change you want in one epigramatic statement.
   b. Reinforce that statement with a picture or groups of pictures, or a collage illustrating the statement.
   c. Build a poster from the verbal statement and visual illustration.

2. Pick a single abstraction -- love, beauty, virtue, peace, etc.
   a. Take or find three pictures that represent the abstraction.
   b. Write a short statement (no more than eight words) relating the pictures to one another and to the abstraction.
   c. Arrange the abstraction, the pictures and the relating statement for a poster presentation.

3. Pick a single theme ("Do good to all men"; Give me liberty or give me death"; "Make love, not war"; etc.)
   a. Using 8mm or Super 8MM movie cameras, make a one-reel film that without words speaks of the theme. (Many students will have access to home movie equipment. Group students with the ones who possess equipment.)
   b. Plan your sequences before you take your shots.
   c. Stage those shots you need but cannot find.

V. Test

1. Build a poster campaign around the theme: "Post-high school training pays dollars."

2. Build a poster campaign, collage, or 8mm film for five year old children that says: "Drink milk to be happier and healthier."

I. The Way Of The Word

II. Purposes

A. New Student Abilities

1. To develop the ability to communicate ideas and experiences gained through seeing, smelling, feeling, hearing, and speaking.
2. To be an effective communicator.
3. To use the verbal and nonverbal forms of communication.

B. New Student Values

1. An awareness of the need to communicate ideas.

C. New Student Understandings

1. That an interchange of ideas is important to a complete understanding of a situation.

III. Introducing the Lesson

Ideas may be communicated in a variety of ways. The student should investigate the verbal and nonverbal ways of communication. He should use all his senses in developing good ideas. He must be aware of the mass media. He needs to investigate carefully before presenting his ideas.

IV. Classroom Activities

1. Discuss the term "mass media" and have students give examples.

2. Have the students discuss specifically how ideas are communicated by mass media.

3. Explain how various media appeal to different senses. Tell <u>what</u> senses are involved in using each medium.

4. Salesmanship: The student speaker with the use of magazine ads, posters he has prepared, or other visual props, must "sell" his product to the class. He must introduce the product, explain its good points, compare with similar products, and through various sales appeals conclude by showing and telling the audience how they "can't get along" without his product. Let the students vote on the "Salesman of the Day".

5. Have students choose a local issue and present their ideas. Students should choose the most effective presentation.

6. Have students role-play several congressmen discussing an important issue. Students will present their ideas to the other students in class. Have non-participating students point out the most effective speeches and tell why.

V. Test

No specific test recommended.

I. The Way Of The Word

II. Purposes

A. New Student Abilities

1. To explore shades of meaning in words and to make word choices which assist him to persuade or to convince his audience.
2. To choose a position in a controversial issue and to devise a convincing argument in favor of that position.
3. To control his voice to achieve the desired effect.
4. To participate in group-planned choral readings and dramatizations.
5. To choose relevant information to support a central thought (order of importance).
6. To select a topic and include details, examples, or illustrations that relate to it.

B. New Student Values

1. An awareness that responses to the same story, event, or graphic representation vary with each individual.
2. An awareness of spatial distinction as an aid to precise, vivid description -- near to far, far to near, center to outside.
3. An awareness of both subjective and objective approaches to various subjects.

C. New Student Understandings

1. That he knows how and is confident in expressing himself orally and in writing.
2. That he can distinguish emotional responses to stories and incidents.
3. That he can evaluate his own and other's ideas.

III. Introducing the Lesson

1. Have students state the following morals in literal terms: Misery loves company; Don't bite the hand that feeds you; Don't count your chickens before they hatch; A stitch in time saves nine; Necessity is the mother of invention; Don't put all your eggs in one basket; Where there's a will there's a way; If at first you don't succeed, try, try again! A fool and his money are soon parted; Haste makes waste; Great oaks from little acorns grow; and The early bird catches the worm.

2. Have students make a list of methods members of a class could use to indicate hostility toward their teacher without using words or being physically violent.

IV. Classroom Activities

1. Have each student compose a television commercial for a product he considers appropriate gift for a friend. Each one should name the product, describe it, picture it, give music or sound effects and dialogue. Some may be funny. Present these to the class.

2. Many of the dress codes allow girls to wear mini-skirts but forbid them to wear pantsuits. Such codes make distinctions because of what this clothing represents. Discuss with students what each symbolizes and why. Should schools make rules about symbols?

3. So that students can understand the importance of connotation and preciseness, have them discuss the differences in words such as courtesy, etiquette; job, position; house, home; and knowledge, intelligence.

4. Test the students' reactions to language by making statements such as "Rain is predicted for tomorrow." Then give reactions of gardeners, baseball players, and picnickers.

5. Have students compare advertisements of similar products by making a list of all the descriptive words which have the same denotative meaning and another for the same connotative meanings.

6. Have students bring to class for discussion purposes examples of euphemisms, hyperboles, synonyms, antonyms, and acronyms. (For reference, use H. L. Mencken's The American Language.)

7. Discuss the following with students: How much thinking can they do without words? What are several words in each subject which must be mastered to make progress? Why do the least civilized people always have the smallest vocabularies?

8. Have students bring some examples of puns and then decide what constitutes a pun. What makes some detractors say that the pun is the lowest form of humor? What difficulty in the English language does the existence of puns emphasize in speaking? In writing? Use of class period for making up puns.

9. Have students imagine that they are looking at a tree, a moon, and a bear for the first time and then discuss the way they think man decides on words for these objects. Lead them into question of whether words are symbols of reality.

10. In a series of reports, have students look up and discuss sign language and pictograms so that they can understand verbal language is a code. Reports can be made on the Morse Code, traffic signs, deaf signing and logographs. Begin explanation of the students' reports with ideographs and logographs students are familiar with: H_2O,=, +.

11. Use nonsense poems such as "Jabberwocky" to show that even if words are nonsensical that certain clues give a sentence sense.

12. Have students rename 5 or 10 objects in the room. What made them choose the words they used? Have they used any personification or onomatopoeia?

13. Have students read orally passages that give a scene picture, a character picture, and a setting picture and analyze how the author has made each seem vivid.

V. Test

1. Have a discussion on the art of conversation. Divide the class into groups; then pose some topics that each group will discuss. After the discussion or conversation, have students evaluate what happened. Did all students participate? Was there a continuity to the discussion? Were all ideas considered?

STUDENT CHARACTERISTIC No. 13:

"He can discern propaganda in speech and writing."

UNIT NO. 13:

FACTS AND FIGMENTS

I. Facts And Figments

II. Purposes

A. New Student Abilities

1. To enable the student to contrast constructive and destructive ways to resist group pressures in search of individuality.
2. To differentiate between fact and opinion
3. To recognize the various forms of propaganda; name-calling, testimonials, plain folk, card stacking, band wagon, etc.

B. New Student Values

1. An awareness of various uses of propaganda; advertising, politics, etc.
2. An awareness of ulterior motives of propagandists

C. New Student Understandings

1. That the truth can be interpretative or relative

III. Introducing the Lesson

The teacher may begin the lesson by making a propaganda statement. (examples: "No teenager is mature enough to vote, only adults.") When the students begin objecting, a group discussion can be held on why the statement was considered propaganda. Then a definition can be developed through the discussion.

IV. Classroom Activities

1. The students will cite specific examples of how the mass media (T.V., radio, movies, magazines, newspapers, etc.) affect or "shape" their thinking on the following:

a. violence in American culture
b. personal hygiene
c. food habits
d. smoking and drugs
e. dress and fads
f. politics
h. religion
i. lesiure time activities
j. music, literature
k. profit motive (capitalism)
l. other cultures (stereotypes?) outside U.S.A.
m. war-peace
n. sub-cultures (in America) such as Hippies, etc.
o. built-in obsolesence
p. family life

q. education
r. government
s. minorities

2. Have the students read two or three articles from newspapers and have them discuss the different interpretations of the facts (articles on similar topics).

3. The teacher can bring in articles from different propaganda organizations (KKK, John Birch Society, Black Panthers) and have students read and discuss them.

4. Have students read excerpts from political speeches (notably Hitler) and discuss the different techniques used in swaying the audiences.

5. Have students clip out and read advertisements displaying propaganda techniques.

6. Have students read a short new article and convert it to propaganda.

7. The teacher may take two pictures and have students identify facts from opinions.

VI. Additional Materials

Black Panther Material
KKK Material
John Birch pamphlets
News Articles
Political Propaganda
Magazine Advertisements
T.V. Advertisements
Billboards

Film: "Propaganda Techniques" - USC AVL
"Jesse Owens Returns to Berlin" - S.C. AVL #40123
"Way to Settle Disputes" - USC AVL #CIF 1201

I. Facts and Figments

II. Purposes

A. New Student Abilities

1. To discern between principles set forth as truth and truth itself.
2. To set forth in writing a persuasive appeal to accept some truth.

B. New Student Values

1. An awareness of the connection between propaganda and self-interest groups.
2. An awareness of the media-saturation with propaganda.

C. New Student Understandings

1.. An Understanding that some propaganda is truthful.
2. An understanding that some propaganda is necessary.

III. Introducing the Lesson

The teacher ought to begin this lesson with a study of the meaning of the word. A good dictionary will illustrate the development of the word toward its present connotation of badness. Another word that should be studied is "truth". What is truth? How is it established? Read John:8 in the New Testament where Christ makes His "the truth shall make you free" statement. Select advertisements and editorials that propagandize doctrines of organizations. Analyze these in class for elements of the truth.

IV. Classroom Activities

A. Pick out several editorials that are apparently propaganda.
1. Analyze these for elements of self-interest.
2. Write a paragraph cataloguing the self-interest aspects of the editorials.
3. Analyze these same passages for elements of slanted "truth", partial "truth" or exaggerated "truth".
4. Write a paragraph summarizing your findings.

B. Hitler found that the bigger the lie the more likely the acceptance; however, his lies appealed to the vanity of the people. Example: "You are a master race."
1. Find an example of such "big lies" today.
2. Discuss in a short paragraph how it appeals to vanity.

V. Test

Give the students a preselected editorial. Have them discuss the elements of self-interest and the elements of truth that they find.

VI. Additional Materials

1. Most modern media, popular publications, etc. for examples
2. Invite a speaker from your local Better Business Bureau to discuss his connection in this.

I. Facts And Figments

II. Purposes

A. New Student Abilities

1. To distinguish fact from opinion
2. To be a critical listener
3. To note inconsistencies in statements (connotation and denotation)

B. New Student Values

1. An awareness of the importance of judging the truthfulness of a statement

C. New Student Understandings

1. That a fact is something that is actual, not someone's interpretation.

III. Introducing the Lesson

Help the student to understand the difference between fact and opinion. Explain that an opinion is someone's interpretation of a fact. Show that indefinite terms (adjectives) may have different meanings for different people.

IV. Classroom Activities

1. Read student prepared sentences. Ask whether fact or opinion. Examples:
   1. Most people go to the movies to see westerns. (o)
   2. You can buy more with a dollar than a dime. (f)
   3. Ice will not last in a warm room. (f)
   4. Every girl needs a pair of jeans. (0) etc.

   Have them explain their answers.

2. Take a list of opinions and change them into facts by adding or subtracting words.

3. Have students prepare fact and opinion sentences and explain them.

4. Using conversations taken from class reading books, have students evaluate the sentences in terms of fact or opinion. Move to the newspaper and news magazines.

5. Using comic strips, have students change any inconsistency to a meaningful substitution. For example, animals can't speak, etc.

6. Have students read foolish inconsistencies they have composed and have other students correct them. Example: the foot on the cart made it roll smoothly.

7. Have students explain the elements in comic strips that are sensible.

8. Help students realize the critical listener does not allow himself to be hypnotized into believing everything he hears. Have him listen to T.V. commercials and apply the three simple tests to advertisers' claims: So what? How do you know? Specify.

9. Applying the three simple tests, evaluate magazine advertisements.

10. Have students evaluate by using the three simple tests some claims you have invented.
    Examples:
    1. Vote for James Smith. In his first term as your senator he has proven to be a true friend of the common man.
    2. Sally Dancer, the world's greatest tap dancer, brushes her teeth with Toothy Delight, the toothpaste of the century. etc.

11. Having students write imaginary T.V. claims and pretend they are using radio announcers. Have students question any confusing claim to determine the truthfulness of the claim.
    Example: "President Nixon uses Lovey-Dovey soap. It has the miracle ingredient, Healthy X. Five out of every ten users say it is the best soap they have ever used. Don't delay, buy Lovey-Dovery today!

    So what? President Nixon may know about government, but is he a soap authority? A skin specialist?
    Specify: What is Healthy X? What does it do? Is it necessary?
    How do you know? Proof! What proof? Do you have that five out of ten users were questioned? Who questioned them? Who made the study? How many people were asked? etc.

12. Have students evaluate the editorials in the newspaper the same way as they did ads.

13. Evaluate the letters to the editor.

14. End this unit with the definitions of denotation and connotation and have students give examples of each.

V. Test

Using newspaper articles, comic books, editorials, comic strips, etc., have students distinguish fact from opinion. Also have them point out the inconsistencies in statements.

VI. Additional materials

Newspapers, magazines, comic books

I. Facts And Figments

II. Purposes

A. New Student Abilities

1. To analyze and define various types of propaganda.
2. To find examples of propaganda in the mass media.
3. To use propaganda in a good or positive way.

B. New Student Values

1. Anawareness of the fact that today's mass media of communication, including television, radio,newspapers, and magazines, have made it possible for propaganda to be spread on a vaster scale than ever before.
2. An awareness that as a consumer and a citizen, one must be especially alert in deciding which causes to support, whom to vote for, and what products to buy.

C. New Student Understandings

1. That propaganda is the expression of ideas, opinions, arguments, or allegations with the deliberate intent of helping or hurting a person, group, or cause.
2. That propaganda can be good or bad depending on its purpose.

III. Introducing the Lesson

This unit may be introduced by bringing to class many examples of the various kinds of propaganda, letting the students organize these examples of propaganda as to technique, and discussing the appeals of the various techniques.

IV. Activities

A. Have students create their own advertisements using the testimonial technique, the name-calling technique, the glittering generalities techniques, the band wagon technique, the card stacking technique, the plain-folks technique and the snob appeal technique.

B. Have students find examples of the various techniques from magazines, newspapers, television, radio, billboards, product containers, and public speeches and share them with the class. (collage)

C. Have students find clear-cut examples of propaganda used in a good way. (Example: Smoky the Bear, Uncle Sam)

D. Have students make a bulletin board illustrating the various uses and techniques of propaganda.

E. Have students debate a subjet of their choice using propaganda to influence their audience.

V. Test

Have students identify the specific techniques in the first activity above.

VI. Additional Materials

Magazines, newspapers, electronic media

STUDENT CHARACTERISTIC No. 14:

"He knows the title, content, and thrust of the most popular publications and those appealing to his specific interests."

UNIT NO. 14:

THE POPULAR WORD

I. The Popular Word

II. Purposes

A. New Student Abilities

1. To do limited library research
2. To use reading skills needed in interpreting and following up "want ads", in following instructions, and in gaining insight into job descriptions.

B. New Student Values

1. An appreciation of contributions and sacrifices made by many people to certain vocations
2. An appreciation of publications as a means of receiving vocational job descriptions and vocational job opportunities
3. An appreciation, through reading of publications, of the worth and necessity of skilled vocations

C. New Student Understandings

1. That when considering the choice of a vocation, pupils, through reading, can gain knowledge of a certain vocation.
2. That vocational publications can be not only recreational but educational.
3. That vocational publications are the tools of skilled professionals.

III. Introducing the Lesson

The teacher may introduce the unit by playing the recording by the New Christy Mistrels of "Giants in Our Land." The teacher should emphasize and compare the importance of vocational professionals to the leaders in other fields. Then have students list vocational leaders that they might be familiar with. From the discussion, students should read biographies selected from a list of famous vocational leaders.

IV. Classroom Activities

1. Have the students go to the library and locate three magazines pertaining to the following fields: agriculture, mechanics, medicine, electronics, industrial arts - shop, cosmetology, modeling, etc. (Reader's Guide may be helpful.)

2. Have the students read job descriptions from their new found publications.

3. Have students find job advertisements in newspapers and vocational publications.

4. Have students, through their readings, discuss the vocational professions necessary for the continuation of our society.

5. Have students after their varied reading experiences write a story on the world without the plumber (or any other related careers).

6. Have students choose and utilize a vocational manual for the construction of a small vocational project.

VI. Additional Materials

Tapes: George Washington Carver Library
Freedoms Foundation
Valley Forge, Pennsylvania 19481

"Benjamin Banneker" - George Washington Carver Library
"Daniel Hale Williams" - Geo. Washington Carver Library
"George Washington Carver" " " " "
"From High School to Work" Radio Station WGBH, Boston, Mass.
"Paul L. Dunbar" - George Washington Carver Library

Magazines: Occupational Outlook Quarterly
U. S. Bureau of Labor Statistics

Vocational Guidance Quarterly
ALESCC
404 Sette Drive
Paramus, New Jersey 07652

I. The Popular Word

II. Purposes

A. New Student Abilities

1. To compare and analyze current pertinent information in a given or related fields
2. To analyze fads that may become a basic new style or way of doing things

B. New Student Values

1. A desire to utilize new knowledge, equipment, tools, techniques and materials.

C. New Student Understanding

1. To understand the value of keeping up with new trends in his own and related fields of endeavor

III. Introducing the Lesson

It should be apparent that keeping up with competition involves knowledge of what is happening. Knowledge of new trends in related fields is not only desirable but necessary if one is to achieve a maximum of success and fulfillment in his occupational field. In building trades there is an overlapping in order to achieve the best finished product for the customer.

IV. Classroom Activities

1. Choose a trade journal from the field in which you are most interested. List and describe new tools and equipment that are being put on the market.

2. Choose two trade journals from closely related fields to your own and list the new tools.

3. Make a list of new materials being used.

4. Through the persual of several special and popular magazines make a list of the new trends in your field.

5. Write the U.S. Government Printing Office for a catalog of technical titles, then order pamphlets accordingly.

V. No test recommended

VI. Additional Materials

U. S. Government Printing Office
Specific Trade Journals
Popular Mechanics and similar magazines

I. The Popular Word

II. Purposes

A. New Student Abilities

1. To locate a publication for a specific need.
2. To be familiar with publication content and classification.

B. New Student Value

1. An awareness that a publication is written and prepared with specific readers in mind, therefore explaining the various contents and qualities.

C. New Student Understanding

1. That magazines and newspapers have various formats due to the variety of interests of readers.

III. Introducing the Lesson

With the cooperation of the school and city libraries and friends, students, teacher, etc. try to have within the classroom as many different publications as you can. Don't forget out-of-town newspapers, professional magazines, love story magazines, Billboard, Ebony (and other ethnic magazines and newspapers), comic books, etc. This unit cannot be successfully worked with just the conventional magazines and local newspapers. Students can send to friends and relatives in other states for old newspaper copies (ethnic and otherwise). Allow students browsing time.

IV. Classroom activities

1. Have students talk about the various magazines and their contents. Have each suggest one type of magazine and the reason one reads it. Example: sports, news, decorating, love stories, etc.

2. Have students choose two magazines, each a different type. (For example: Newsweek and Better Homes and Gardens, or National Geographic and Sports Illustrated) Check to make sure student has chosen two different types. Have the student jot down notes as he compares them for ways they are alike and ways they are different. Have them suggest the age, the sex of the typical reader, and the information or entertainment the reader is seeking in that magazine. Orally present their observations. Have other students in class decide on type of magazine each is.

3. Suggest titles of articles that might appear in each of the types of magazines you and the class have designated. This will be appropriate of newspaper headlines, too.

4. Give students a list of fictional one-line summaries of magazine articles. Ask for students to suggest orally in which magazine they would look for each article. Have students compose one-line summaries for further investigation.

5. Have each student tell orally which magazine he would choose to take to a desert island if he were only allowed one magazine. Then let him explain why.

V. Test

Have students discuss and identify the various types of magazines and newspapers.

VI. Additional materials

Field trip to local newspaper
News reporter or editor as speaker
Films obtained from the AV library in Columbia on the newspaper.

I. The Popular Word

II. Purposes

A. New Student Abilities

1. To find articles on a particular subject quickly through use of the Readers' Guide to Periodical Literature.
2. To read magazines for pleasure, entertainment, and information.
3. To choose magazines in accord with designated purposes for reading.
4. To read advertisements and discern between true and false advertising.

B. New Student Values

1. An awareness of magazines as important, up-to-date sources of entertainment, information, and new ideas.
2. An awareness that through articles and essays one interprets national and world developments and understands his cultural heritage.
3. An awareness that magazines provide one with recreational reading through fiction, non-fiction, poetry, cartoons, and pictures.
4. An awareness that magazines are a major source of advertising.

C. New Student Understandings

1. That magazines differ in their purposes and intended audiences.
2. That magazines have increased innumber and circulation with the growth of advertising.

III. Introducing the Lesson

This unit may be introduced by asking pupils to bring to class several copies of magazines that they find in their homes. Ask the students to examine the magazines with particular reference to the following (1) types of articles (2) types of advertising (3) format (4) cover appeal and (5) intended audience. Discuss these points informally with the class to find out how much they already know.

IV. Classroom Activities

1. Have students use the Readers' Guide to Periodical Literature to find articles on subjects selected by the teacher.

2. Have students use the Readers' Guide to find an article when only the author is known.

3. Have students select a magazine and make a report, in notebook form, which includes the following: Name of the magazine, purpose, and circulation; publisher and date and frequency of publication; editor and/or editors; format; cover appeal; intended audience; types of articles; types of advertising.

V. Test

No formal test is recommended.

STUDENT CHARACTERISTIC No. 15:

"He knows and appreciates dialects in a human context."

UNIT NO. 15:

THE FLAVORS OF LANGUAGE

I. The Flavors of Language

II. Purposes

A. New Student Abilities

1. To explore American dialects
2. To help students identify likenesses and differences in pronunciation.
3. To give students practice in the use of standard dialect so that they will not be self-conscious about their language
4. To foster good human relations
5. To enable students to establish good mature habits so they can adapt dialect to occasion, audience, and purpose.
6. To develop the students' recognition that language constantly changes.

B. New Student Values

1. An awareness that people living in a large areas speak the same language but special forms of that language.
2. An awareness that slang and colloquialisms are an honest and proper expression of one's culture.
3. An awareness that dialects are barriers when communicating with different cultural groups.
4. An awareness of dialects as an aid to communication as a valid imaginative means of desciption.
5. An awareness that one should be proud of his language
6. An awareness of education as a means influencing one's language.

III. Introducing the Lesson

The teacher may introduce this lesson by taping voices of the students in the classrom or the school with different regional dialects. A discussion can be held on differences in pronunciation, grammar, and vocabulary. Then play the recording "Discovering American Dialects " (NCTE) or a similar recording, to enable the students to hear regional dialects from small areas and have students try to distinguish differences.

IV. Classroom Activities

1. From words obtained from dialect study and reading, have students develop a dictionary including examples of all kinds of dialects.

2. List with students overused words and expressions, letting the students make substitutions and discuss the difference words make to enjoyment, clarification and variety of language.

3. Using a map of the U.S. have students pinpoint dialects from areas in the U. S.

4. To make studentsaware of various dialects, play recordings or read poems of Paul L. Dunbar, Eugene Field, James Whitcomb Riley, Langston Hughes, Robert Frost, and Sidney Lanier. Discuss the difference in dialects.

5. Read or play a recording of a story to the class. Then have the students retell the story in its proper sequence on a tape recorder. Discuss the usage of the student as it compares with the author's.

6. Play recordings of popular music such as hard rock, soul, and modern folk. Discuss the dialects used and its effect upon standard dialect.

7. Without embarrassment to students and without specific references to individuals, have students do a continuous chart of nonstandard and standard expressions they have heard.

8. Have students develop dictionaries individually of old and new expressions they have heard and enjoy. For each entry have them give a clear definition which shows how the word is used.

9. Divide the class into teams to play "Respond". Have one group call out standard words or expressions to the other team. The other team responds with slang words or expressions or synonyms. Have a time limit and a "bonus" for the winning team.

10. The teacher may read a poem full of dialect language and have students replace dialect words with standard English.

V . Additional Materials

1. Films: "Culture and Communication"
"Using Language Appropriately"
"Language and Common Understanding"
"The Language of Culture"
All ordered from: Society for Visual Education
1345 Diversey Parkway, Chicago, Illinois 60614

2. Short Stories: "Tales From the Plum Gove Hills" (Kentucky Dialect) by Jesse Stuart

3. Poems: "Danny Deever" by Rudyard Kipling
   "The Mountain Whippoorwill" (Georgia dialect) by Stephen V. Benet
   "A Coquette Conquered" (Southern Negro dialect) by Paul Dunbar
   Robert Frost - any of his New England dialect readings (dialogues and monologues)
   Langston Hughes - any of his poems; those in dialect and those not

4. Children's Language, a teachers' kit of dialect materials, S. C. Department of Education

5. The Strange Case of the English Language, S. C. State Film Library, free loan

6. The following exercise pages on vocabulary differences

DIALECTS: British and American

It is interesting to observe some differences in the vocabulary of the British and the vocabulary of Americans. Here are some automotive terms which you would be using if you were a British teen-ager. You probably are aware that British drive on the "wrong"side of the road. Do you think that they use "good" English?

British	American
Accumulator	Battery
Bonnett	Hood
Caravan	House trailer
Cubby locker	Glove compartment
Demister	Defroster
Drop-head coupe	Convertible
Dynamo	Generator
Estate car	Station wagon
Flat-out	Full speed
Gearbox	Transmission
Hood	Convertible top
Light	Window
Lorry	Truck
Luggage boot	Trunk
Nave plates	Hub caps
Nearside	Left side of the road
Offside	Right side of the road
Overider	Bumperguards
Saloon	Sedan
Scuttle	Cowl
Silencer	Muffler
Spares	Parts
Top	High gear
Windscreen	Windshield
Wings	Fenders

ASK YOUR STUDENTS: WHAT TERM WOULD YOU USE IN THE FOLLOWING?

HOUSEHOLD

1. a paper container for groceries
2. to put a single room in your house in order
3. a round water pipe found in the yard or garden
4. to separate peas from their natural holders
5. a web hanging from the ceiling of a room
6. a metal utensil for frying
7. the water device over a sink in the kitchen
8. a large porch with roof
9. rubber or plastic utensil for scraping dough or icing from a bowl
10. vehicle with wheels for small baby
11. furry stuff which collects under beds and on closet floors

FAMILY

1. family word for father
2. family word for mother
3. term for those related to you by blood
4. term to show similarity between child and parent
5. the process of helping children through adulthood

AUTOMOTIVE

1. place in front of driver where instrument are
2. device for making the car go faster
3. place where maps and flashlights, etc. may be kept
4. term for causing the car motor to begin operating
5. compartment usually (except VW) in the rear for storing tools, tires, etc.

URBAN

1. a limited access road
2. grass strip in the center of a divided road
3. place where scheduled airlines operate
4. place where trains stop
5. place where firemen attach hose
6. term for policeman
7. place where you watch motion pictures in a car

NATURE

1. striped animal with strong offensive odor
2. worm used for bait in fishing
3. dog of no special kind or breed
4. insect that glows in night and flies
5. large thin-winged insect seen around water
6. freshwater shellfish with claws, swims backward
7. center of a cherry or peach

(Continued next page)

FOODS

1. melon with yellow or orange insides
2. a spreadable luncheon meat made with liver
3. A carbonated but not alcoholic drink
4. a concoction containing ice cream and root beer
5. food eaten between regular meals
6. beans eaten in the pods
7. bread made of corn meal
8. large sandwich designed to be a meal in itself
9. a white lumpy cheese

GAMES

1. children's cry at Halloween time
2. to hit the water flat when diving
3. fast-moving amusement park ride on tracks
4. name of game in which one player chases others
5. name of the person from whom the other run

SCHOOL

1. to be absent from school for guilty reasons
2. area surrounding the school buildings
3. drinking fountain

CLOTHING

1. knee-length pants worn by men
2. garment worn by women at the seashore
3. garment worn by men at the seashore

MISCELLANEOUS

1. someone from the country (derogatory term)
2. someone who won't change his mind is:
3. to become ill
4. description of the condition where illness is caused by the stomach

DIALECT STUDY

INSTRUCTOR'S SHEET

NOTE: In going over this exercise in class, it would probably be more interesting to the students, if you first ask them for their own answers to the questions. In any case, be sure to read them all the possibilities, if they themselves don't provide all the answers. And don't be surprised if a number of new terms (such as pig for policeman) should make an appearance.

HOUSEHOLD

1. bag, tote, sack, toot, poke
2. clean up, do up, redd up, straighten up, tidy up, slick up, put to rights
3. faucet, spigot, spicket, hydrant, tap
4. to hull, to shell, to pod, to shuck
5. cobweb, dustweb, spider web, web
6. fryer, frying pan, skillet,
7. faucet, spigot, spicker, tap, hydrant
8. porch, portico, gallery, stoop, veranda, piazza
9. spatula, scraper, kid-cheater, bowl scraper
10. baby buggy, baby cab, baby carriage, baby coach
11. dustballs, dust bunnies, lint balls, dust

FAMILY

1. dad, daddy, father, pa, papa, pappy, paw, pop
2. ma, mamma, mammy, maw, mom, momner, mommy, mother
3. my family, my folks, my people, my kin, my relations, my relatives
4. favors, looks like, takes after, resembles, is the spitting image of
5. raise, rear, bring up, fetch up

AUTOMOTIVE

1. dash, dashboard, panel, instrument panel, crash panel
2. accelerator, gas pedal, gas, throttle, pedal
3. glove compartment, pocket, compartment, shelf, cabinet
4. to start the motor, to crank the car
5. trunk, turtle hull, tire storage, tool cache

URBAN

1. interstate, turnpike, toll road, freeway, parkway, thru way, expressway
2. median, center strip, divider, barrier, grass strip, boulevard, apron
3. terminal, airport, air terminal, air field, port, field
4. station, railway station, depot, train stop, railroad station
5. fire hydrant, fire plug, plug, hydrant, water tap
6. cop, copper, policeman, fuzz, dick, officer, bull
7. drive-in, drive-in movie, outdoor movie, outdoor theatre, passion pit.

(Continued next page)

DIALECT STUDY

INSTRUCTOR'S SHEET

NATURE

1. polecat, skunk, woodpussy
2. angledog, earthworm, baitworm, mudworm, rainworm, fishbait, redworm
3. cur, common dog, cur dog, fice, feist, mongrel, scrub, heinz, mutt
4. firefly, firebug, lightning bug, candle bug, june bug
5. mosquito hawk, darning needle, ear sewer, snake feeder, devil's darning needle, dragonfly,snake doctor, sewing bug
6. crayfish, crawfish, crawdad, craw, crab
7. pit, seed, stone, kernel, heart

FOODS

1. muskmelon, mushmelon, cantelope, mussmelon
2. liverwurst, liver sausage, gooseliver, braunschwieger
3. carbonated drink, pop, soda pop, soft drink, tonic, soda water, coke (!)
4. float, root beer float, black cow, Boston cooler
5. a bite, a snack, a munch, a piecemeal, a mug-up, lunch, nash, nosh
6. green beans, sallet beans, snap beans, string beans, beans
7. corn bread, corn dodger, corn pone, johnnycake, pone
8. hero, submarine, hoagie, poorboy, grinder
9. cottage cheese, clabber cheese, curd cheese, smear cheese, pot cheese

GAMES

1. trick or treat, beggars' night, give or receive, help the poor
2. bellflop, bellybuster, bellyflopper, bellybumper, bellybust, bellbump, bellygrinder, bellygut, bellwhacker, bellywhopper, bellyslam
3. coaster, roller coaster, shoot-the-chute, rolypoly, rolycoaster
4. tag, allie-allie-allie-in free, chase, allie-allie-oxen-free, bee-bee-bumble fee
5. it (are there others)

SCHOOL

1. play hookey, lay out, lie out, bag school, bolt, cook jack, be truant
2. school yard, school ground, playground, lawn, yard grounds
3. cooler, water cooler, fountain, bubbler, drinking fountain

CLOTHING

1. shorts, bermuda shorts, knee pants, knee-knockers, walking shorts
2. swim suit, swimming suit, bathing suit, bikini
3. swim suit, swim trunks, bathing suit, bathing trunks, swim shorts

MISCELLANEOUS

1. backswoodsman, clodhopper, country gentlemen, country jake, hayseed hick, hoosier, hillbilly, jackpine savage, mossback, mountain boomer, pumpkinhusker, railsplitter, cracker, redneck, rube, sharecropper, stump farmer, swamp angel, yokel, sodbuster
2. bullheaded, contrary, obstinate, headstrong, pigheaded, stubborn, muleheaded, mulish, set, sot, ornery, owly
3. take sick, get sick, fall ill, come down, be taken ill
4. sick at the stomach, on the stomach, to the stomach, with the stomach

I. The Flavors of Language

II. Purposes

A. New Student Abilities

1. To use whatever expression is appropriate to the time, place and person to whom one writes.
2. To judge the qualitative value of words
3. To judge language on the basis of its appropriateness
4. To write a dialect void of faulty eliminations in spelling.

B. New Student Values

1. An appreciation of American dialects in literature
2. An understanding of regional dialects

C. New Student Understandings

1. That language changes constantly.
2. That correctness in English depends upon usage.
3. That no regional differences in language may be considered more correct than another.
4. That effective language is not necessarily standard.
5. That each dialect has its functional varieties and and the writer's purpose determines the variety he will use.

III. Introducing the Lesson

This unit could be introduced by involving students in an informal discussion on what constitutes good American English, based upon selections from the preceding lists. Point out that everyone speaks, a standard dialect identified by regional differences, social class, or group. Discuss with students how an understanding of regional differences in language aids in the understanding, toleration, and acceptance of people in different geographical settings. Write the following on the board and have students circle the word in each group which he ordinarily uses. Discuss responses.

1. A time of day: quarter of eleven; quarter till eleven; quarter to eleven.
2. Father: dad, daddy, father, pa, pappa, pappy, paw, pop.
3. Paper container for groceries: bag, polce, sack, toot.
4. To do housework: clean up, do up, straighten up, tidey up.
5. Died: passed away; kick the bucket; give up the ghost.

IV. Classroom Activities

1. Draw a map of the United States and outline the following regional dialects. Distinctive features and characteristics should be given.

Eastern New England	Southern Mountain
General Americana	New York City
Southern	Middle Atlantic
Western Pennsylvania	

2. After reading a selection from Huckleberry Finn, using local and regional dialect pronunciation, write a monologue of a friend, relative, or classmate.

3. Using local and regional dialect pronunciation, write your favorite joke or tell of an unusual experience away from home.

4. Using the dictionary, write the pronunciation of the following words. Compare with your pronunciation and others in the class.

1. Absurd	6. fellow	11. leisure	16. Caribbean
2. purple	7. idea	12. dancing	17. February
3. little	8. vary	13. floor	18. say
4. oil	9. water	14. hear	19. they
5. picture	10. sheriff	15. this	20. button

5. Write a story of local color portraying the life in a section of the country with which you are personally familiar. Use a dialect.

6. Write the British spelling of the following words:

color honor traveler amoeba medieval odor

7. Bring in a report on one of the following:

1. History of the English language
2. The influence of journalism in the English language
3. Noah Webster's influence on American spelling
4. The "Southern Drawl"

8. Select a story by Bret Harte and one by Charles Craddock and read each. Compare the differences in choice of words to individualize character and at the same time suggest the tone of the character's environment.

9. Select a passage in a history book containing long, ornate expressions and translate into simple English.

10. Trace the origin of the following words:

1. pinto	6. fresco
2. burlesque	7. confetti
3. sonnet	8. patio
4. barrage	9. peccadillo
5. chauffeur	10. pauper

11. Compile a list of words or expressions peculiar to your particular geographical area.

12. Write a comparison and contrast of your favorite television family show such as "The Beverly Hillbillies", "All in the Family", or "Sanford and Son".

V. Test.

A. Substitute an original expression for each of the following overworked words and phrases.

1. by and large
2. You can't win them all
3. Made it in the nick of time
4. Too funny for words
5. Up at the crack of dawn

B. Rewrite the following sentences correctly.

1. Don't you think her hat looks real cute?
2. There isn't but one theater in this town.
3. He don't know nothing about anything.
4. Being that he was late, he had to remain after school.

VI Additional Materials

A. Map of South Carolina and the United States
B. Newspaper
C. Dictionary
D. Anthology of local color short stories

I. The Flavors of Language

II. Purposes

A. New Student Abilities

1. To value the spoken words
2. To distinguish between "different" and "wrong".
3. To develop an appreciation for dialects.
4. To recognize regional pronunciation.

B. New Student Values

1. An awareness of the existence of dialects in the students' world
2. The recognition of dialects as a part of the American heritage.
3. A knowledge and enjoyment of "shop-talk"

C. New Student Abilities

1. That dialects are a part of all peoples
2. That dialects give insight to cultures of men
3. That effective use of dialects may be a part of the student's life.

III. Introducing the Lesson

Dialect is merely differences or variations in the pronunciation and usage of our language by individuals. These individuals in groups (living more or less with themselves) develop a distinct speech pattern over a period of time; it may actually develop into an entirely different language. Language typical to a particular region or locality is termed "colloquial". "Up the road a piece" is one way of saying "some distance in that direction". "Right pretty" is "very pretty" (make no great difference between vernacular, provincialism, colloquialism but consider all as a part of the study of dialects.) Jargon should be introduced as the language "of" and "on" the job.

IV. Classroom Activities

1. Attack the sports field. Use the seasonal sport: for baseball, have several avid fans tape a conversation filled with "ducks on the pond", grand slam, bloop, etc.; or for golf, sprinkle the conversation with "birdie, eagle, boogie, fore". Play to class for discussion of meaning.

2. Have students from different localities record a sentence or paragraph so that the class immediately picks up the recognition of dialects within their own group. (If this is not feasible, use other students or faculty members of the school. Even people of the community might make a good presentation.)

3. Play records or tapes of known dialects - Gullah, folk tales, Uncle Remus, mountain, Hoosier, etc. Discuss how the language reveals the way of life of the people.

4. Have students put on skits using "job talk" or jargon. Perhaps with little preparation they will be able to give examples of short-order restaurant talk. Assign students to talk with people in different jobs for "their" language and bring it back to class.

5. Invite a speaker in to talk his jargon, such as newspaper worker.

6. Have students bring comic strips that illustrate dialects and read them to class. (Snuffy Smith, Pogo, L'll Abner, Andy Capp)

7. Have students role play situations in which they use various levels of language -- at home, in school, with friends, emergency calls, etc.

8. Use recordings of comedians who use dialect effectively -- Flip Wilson, Myron Cohen, Godrey Cambridge, etc.

9. Have students present samples of different dialects: Cockney, Australian, Oxford, Mountain, etc.

10. Read stories loaded with dialects to class. Let them discuss words, phrases and expressions that add color to the stories.

V. Test

No test

VI. Additional Materials

Records: 1. Andy Griffin, "What it Was, Was Football," "Just for Laughs", Capitol T 962
2. Dick Reeves, Voices from the Low County (Gullah)

3. Dave Gardner, Rejoice, Dear Hearts (Southern)
4. Justin Wilson, I Guarantee (Cajun)

Films: Dialects: University of Buffalo

I. The Flavors of Language

II. Purposes

A. New Student Abilities

1. To realize that geography and background affect the way a person speaks.
2. To recognize that changes in sounds and uses are occurring in written language but at a slower rate than in oral language.
3. To explore some changes which have taken place in English words through the stages of its development.
4. To distinguish those forms which are generally considered substandard and to understand that certain judgments are made about people who use only those forms in all situations.

B. New Student Values

1. An awareness of the importance of standard dialect in business and in certain social circles.
2. An awareness that dialect choices can create appeal and rich vocabulary for colorful writing as well as depth of reading and listening comprehension.
3. An awareness that certain standard forms of usage are preferred: some verb forms (such as came, come, see, saw, etc.) and personal pronouns.
4. An awareness that dialect is employed by writers to build characterization.

C. New Student Understandings

1. That the student can identify groups in which he speaks differently and can use this skill as an aid in acquiring the standard dialect.
2. That he has a tolerance for different dialects and for change in dialects or usage brought about by advertising, television, and slang.

IV. Introducing the Lesson

1. On the chalkboard copy some dialect from Huckleberry Finn or some other novel or short story. Have students transcribe the selection into standard usage. Then compare the two. What words in the dialect are still familiar?

2. Have students listen to television and movie personalities who have distinctive dialects such as Tennessee Ernie Ford, Flip Wilson, Andy Griffith, Walter Brennan, and Minnie Pearl. Then have them imitate voices so that they can develop flexibility in shifting from one dialect to another.

V. Classroom Activities

1. Some of the most common differences in the local non-standard system and standard English are listed below. Pattern drills that emphasize the standard pattern may help students perceive and use the standard form more readily.

Variable	Standard English	Local Non-Standard
Linking verb	He is going.	He goin'.
Possessive marker	John's cousin.	John cousin.
Plural marker	I have five cents.	I got five cent.
Subject expression	John lives in New York.	John he live in New York.
Verb form	I drank the milk.	I drunk the milk.
Past marker	Yesterday he walked home.	Yesterday he walk home.
Verb agreement	He runs home.	He run home.
	She has a bicycle.	She have a bicycle.
Future form	I will go home.	I'ma go home.
"If" construction	I asked if he did it.	I aks did he do it.
Negation	I don't have any	I don't got none.
	He didn't go.	He ain't go.
Indefinite article	I want an apple.	I want a apple.
Pronoun form	We have to do it.	Us got to do it.
	His book.	He book.
Preposition	He is over at his friend's house.	He is over to his friend house.
	He teaches at Francis Pool.	He teach Francis Pool.
Be	Statement: He is here all the time.	Statement: He be here.
Do	Contradiction: No he isn't.	Contradiction: No he don't.

(List from Joan C. Baratz, "Linguistic and Cultural Factors in Teaching Reading to Ghetto Children", Elementary English, XLVI (February, 1969), 199-203.)

2. Have students discern levels of usage by illistrations such as the following:

Very formal - In my opinion, Mrs. Doe is not the woman whom we want as a teacher.

Formal - I do not think we want Mrs. Doe as a teacher.
Casual _ I don't think she's the teacher we're after.
Intimate - "Fraid she"s a lemon.

3. Have students write their dialect autobiography in which they discuss what influenced their speech: religion, family background, region of country, occupations of parents, music (recordings), television, and radio.

4. Have class committee take a dialect census of students who answer questionnaires patterned after the following. Then have them decide upon the most common usage for each of the words.

AUTOMOTIVE
device that makes the car go fast
place where maps are kept

FAMILY
family word for father
family word for mother
term for those related to you

HOUSEHOLD
a paper container for groceries
metal utensil for frying
furry stuff which collects under beds
a large proch with a roof

SCHOOL
absence from school for guilty reasons
drinking fountain
area around the school

FOODS
bread made of corn meal
beans eaten in the pod
food eaten between regular meals
a white lumpy cheese

URBAN
place where trains stop
term for policeman
place where you watch motion picture in car
grass strip in the middle of the highway

NATURE
striped animal with strong offensive odor
worm used for bait in fishing
center of a cherry or peach
insect that glows and flies at night

5. Have students use a topographical map which shows main roads, size of cities, distances, waterways and natural resources to conclude what influence these have had on dialect.

6. Have students analyze the methods by which new "Americanisms" are being coined and the reasons for inclusion or exclusion of words in the American language. Have students choose either industrialization, urbanization, or education to show how one of these forces often levels regional speech and produces a speech that is uniform.

7. Divide the class into groups and study distinct dialects of Gullah, Florida lowlands, Downeast, Cajun or Louisiana Bayou Country, or Pennsylvania Dutch.

8. Have students study the effects of borrowing upon American language.

9. Pose questions such as "If Washington returned to Washington, what difficulties would he have with reading today's newspapers, understanding what is said on the radio and television, and writing reports about government business."

10. Make a contract with students for additional dialect study. Have them set up their goals, procedures, criteria, and timetable. Some suggested topics are the following:
    a. Dialect in Rock Music
    b. Dialect in Negro Folk Tales
    c. The Impact of Noah Webster upon American English
    d. The Influence of Algonquian Indians upon the English language
    e. A study of the Dialect of a Particular Region
    f. Words of Indian Origin in South Carolina

11. Have students construct a dialect questionnaire which has several items of dialectal difference in vocabulary, grammer, and pronunciation. They should administer the questionnaire to several informants (parents, friends, younger brothers and sisters, etc.) analyze responses, and summarize in a written report in which they discuss the similarities and differences.

VI. Test

1. In private have students do in standard English a one-minute presentation on tape. Discuss the tapes privately and individually with students.

2. Use the students' dictionaries of words which they have compiled to assess their interest in and knowledge about dialects.

3. Have the students translate into standard English a passage of non-standard English.

4. Divide the class into three groups. Have each group write an antedote or short, short story in regional dialect. During the last twenty minutes of the period have each group present its story.

STUDENT CHARACTERISTIC No. 16:

"He is aware of his place in the ecological balance of man and his environment."

UNIT NO. 16:

NO MAN IS AN ISLAND

I. No Man Is An Island

II. Purposes

A. New Student Abilities

1. To explain (with examples or projects) the ecological balance of nature
2. To be able to explain the meaning of the word "conservation" in relation to human ecology.

B. New Student Values

1. An awareness of the impact that the "environment" (of family, friends, church, school) has on shaping personality.
2. An awareness of the impact people have upon the environment (water, air, noise, population).

C. New Student Understandings

1. That strangeness in one place is not strangeness in another place.
2. That man is the "steward" of the universe.

III. Introducing the Lesson

The teacher may introduce the lesson by having students clip out articles in newspapers, magazines, etc. and bring them to class for discussion prior to a field trip. After this the teacher may take the students on a field trip to their local polluter. Following the trip have the students discuss solutions to the problem that was observed. Then have the class put into action the most practical solution to that problem.

IV. Classroom Activities

1. Have students read "Wild Boy of Aveyron" and "Wolf Children of India". Discuss the effect environment has on the individual.

2. Have the students read "Raisin in the Sun" by Lorraine Hansberry and discuss how the environmental factors influenced the main characters actions and personality.

3. Have the students read pages 65-75 of "America's Crime Problems" (Justice in Urban American - Crime and Justice) and discuss the effect the environment has on crime.

4. Have the students clip out newspaper and magazine pictures and articles to make a pollution collage.

5. Show the film "Nothing Can Live Without Water" - USC AVL and discuss the need and concern in the field of water pollution and conservation.

6. Have the students participate in an ecology drive to clean up pollution in the school or community.

7. Have students select books on various customs of people throughout the world to make reports on or discuss.

V. Test

No test recommended beyond activities

VI. Additional Materials

Films: "Conservation of Natural Resources" - USC AVL
"Conserving Our Wildlife Today" - USC AVL
"Problems of Conservation" - SC AVL #7143
"The Aging of Lakes" - SC AVL #7149
"Air Pollution" -"Take A Deep Breath" - SC AVL #40120
"Population Explosion" - SC AVL #7193
"Boomsville" - SC AVL #411

Short Selection: "End of the Rope" by George Surdez (Companion Series: Harcourt Brace and World - Adventures for Today - 2nd Series)

"The End of the Trail" by Jim Kjelgaard (Companion Series; ibid.)

Office of State Consultant of Environment Education, S. C. State Department of Education

I. No Man Is An Island

II. Purposes

A. New Student Abilities

1. To be able to compare costs of very different kinds of housing.
2. To relate housing, buying, eating, and dressing attitudes to a predicted lifestyle.

B. New Student Values

1. An awareness of how the "necessities of life" relate to the luxuries of life.
2. An awareness of what are necessities and what are frills.

C. New Student Understandings

1. That frills cost money.
2. That the necessities provided by the environment are not unlimited.

III. Introducing the Lesson

This lesson is designed to acquaint students with the wide range running from necessities to frills that their environment offer them. The performance objectives are designed to enable them to predict what life style they want; to satisfy that prediction by choices in housing, food, clothing; and to know ahead of time what their choice will cost. The lesson must be introduced and carried out in conjunction with trips into the read environment of the student's post-high school world. This lesson offers a perfect opportunity for integration of math skills. The composing experiences make use of previous skills of cataloguing, evaluating, and predicting.

IV. Classroom Activities

1. Visit a trailer sales center.
   a. Find two trailers that have exactly the same square footage of living area.
   b. Make a list of frills in the more luxurious model. Write your first paragraph comparing the frills.
   c. Write your second paragraph comparing the cost of the one over the other. Take the price of the less expensive model substracted from the more expensive model. The difference is the cost of the luxuries.
   d. Write your third paragraph on what you predict your choice as an adult would be. Tell how your choice fits in with your prediction of your future life style.

2. Visit a supermarket.
   a. With the help of classmates plan on meals for a week in two sets. Make the first set of meals include only the necessities of a well-balanced diet. Make the second set to include luxuries in the form of meats and desserts.
   b. Go through the market and price the items of both sets of menus for a family of four.
   c. Write a summation of your discoveries: have first paragraph describe the difference in your two menus; have the second paragraph discuss the cost difference in the two; have the third paragraph predict which choice will fit your personal adult life style.

V. Test

1. Write a paragraph making an argument for the most luxurious of your two trailers.

2. Write a paragraph making an argument for the least expensive menu.

VI. Additional Materials

1. Collect brochures and information (the want ads is a good source) on all sorts of housing.

2. Cheaper by the Dozen, gilbreth.

I. No Man Is An Island

II. Purposes

A. New Student Abilities

1. To be aware of specific environmental problems
2. To locate and evaluate these problems

B. New Student Values

1. An awareness of the environmental influences on a culture and the influences of culture on behavior
2. An awareness of our responsibility in solving environmental problems.

C. New Student Understandings

1. That environmental problems cannot be solved instantly, but rather through a principle of small steps.

III. Introducing the Lesson

Environment is a broad term meaning "all the external circumstances, conditions, and things that affect the existence and development of an individual, organism, or group." Films are suggested for the section on ecology. This topic is too vast to be specific in all types of environment. Therefore, the examples were chosen to relate to ecology, culture, and individuals.

IV. Classroom Activities

1. Show several of the environmental films that are in the additional materials list. This film unit encourages careful listening and viewing.

a. Assign specific tasks (questions) to specific students before showing the film. If the assigned student does not spot the answer to the question during the showing, call on others who did spot it.

b. Have students evaluate the films (s) by telling the good points and the bad points, and the solutions presented.

c. Mention a list of things you wish the students to notice in the film. Instruct them to raise their hands every time they see one of these items as they view the film.

d. Divide the class into small groups after the presentation and have each group discuss how it would solve the problem. Then combine class and analyze results of each group's contributions.

You may test on film content or on an evaluation of a film.

2. To focus upon culture as an important influence on man's behavior use the following unit.

a. Read a short paper on Eskimo life, or Indian life, or another culture without telling the students the cultural setting of the incidents. Ask the following questions:
(1) What actions in this story surprised you?
(2) How can you explain this behavior?
(3) What do you learn about their behavior and beliefs?
(4) What causes the behavior and beliefs?

b. The fourth question in the preceding exercise leads to the causes of human behavior. The students will tell about various incidents in the story and then must decide the cause of this behavior. Put two columns on chalk board: behavior and cause.

Behavior	Cause
Style of house	Physical environment
Removal of clothing	Biological needs
Taboo food	Social-cultural, etc.

c. To extend this concept, put the question, "Why does this man behave as he does?" and then have students suggest common situations. They must also hypothesize why the action occurs.
Example: A man is going into a restaurant at noon.
Is it hunger, fear, warmth, social custom, etc.
Then decide if it is biological, environmental, psychological, or social-cultural.

3. You may decide you want to talk about personal environment of the student. What city would he like to live in? What kind of house? etc.

a. Draw the floor plan of a house on the blackboard, indicating only the front and back doors. Ask students to go to the chalk board and outline the features as he would include in the design of a house. Then have him explain his plan.

b. Discuss the types of housing. Private one-family homes, two-family homes, government housing, condominiums, apartments, mobile homes, etc. Have students investigate the costs of various types of housing in their city.

c. Have a discussion of the advantage and disadvantages of city versus country living.

VI. Additional Materials

Films: "The Garbage Explosion" 16 min.
"Problems of Conservation : Air" 15 min.
"Problems of Conservation: Water" 16 min.
"Problems of Conservation: Our Natural Resources" 11 min.
"Air Pollution: Take a Deep Deadly Breath" 54 min.
"Air Pollution" 11 min.
"Pigs"

(There are many others. Obtained free of charge from State Department of Education, AV Library, 1513 Gervais Street, Columbia, S. C. 29201)

Field trips to see mobile homes and other types of housing.

Speakers on environmental ecology, housing, and cultures.

I. No Man s An Island

II. Purp s es

A. New Student Abilities

1. To explore and define the vast areas of ecology
2. To use the technical vocabulary of the field of ecology.
3. To recognize the ecological dangers present in our environment.
4. To explore methods of preventing mass pollution by industries and individuals
5. To formulate ways to "clean up" our environment which can be carried on by individuals or groups

B. New Student Values

1. An awareness of the importance of the science of ecology in making the earth a cleaner, safer place to live and in saving our natural resources.
2. An awareness of the effects of pollution on Man and his total environment
3. A desire to prevent and eliminate these ecological dangers
4. An awareness of the importance of mass education in preventing and eliminating these ecological threats.
5. An awareness of the fact that individuals, as well as groups, can do their part to prevent and eliminate pollution.

C. New Student Understandings

1. That ecology is a science which requires continuous study and investigation of methods in the control of our environment.
2. That Man is responsible for the condition of his environment and therefore must accept the responsibility for bettering that environment.
3. That the ecological dangers on our planet can be eliminated through education and concerted effort on the part of individuals, businesses, industries, civic groups, government bureaus, etc.

III. Introducing the Lesson

The teacher may use posters, current television show, movies, filmstrips, guest speakers, etc. to arouse students' interest in the field of ecology. The class might want to organize a school-wide paper drive to "kick off" their study of ecology.

If the paper is sold to a recycling company, the money may be used to finance other projects.

IV. Activities

1. Have students research the meaning of "ecology". Have them compare definitions and arrive at a general working definition which will be the basis for their further study. Have them write this definition on a poster for the room.

2. Have students research the causes for the vanishing wildlife on earth; the tiger, the American alligator and the crocodile, the blue whale, and the penguin. Have them discuss these reasons in an informal setting.

3. Have the students respond in writing to a poster concerning some aspect of ecology. Have them discuss their views and create their own posters for display in the hall or the room.

4. Divide the class into groups. Have each group select some aspect of ecology in which to become involved. Have them learn about this area of ecology by (1) writing for information from local, state, and national agencies, and from industries and civic groups; (2) interviewing responsible people from the above places for information; (3) reading and taking notes from books, magazine and newspaper articles, and television shows concerning aspects of ecology.

   Have the students compile the information from their research and decide on a unique way of presentation to the group. It may be:
   1. original movie
   2. television script
   3. cartoon series
   4. panel discussion
   5. original play or skit
   6. slide presentation
   7. still picture album with written explanations
   8. debate

5. Have students plan and organize an "Earth Week" presentation for an assembly program.

6. Have students plan and organize a "recycling day" for bottles and newspapers. Have them make posters and handbills for advertisements. Have them write "newspots" for radio and television.

7. Have students make a dictionary of new and specialized words to add to their vocabularies. Ask them to find the derivations of these new words.

8. Have students write short stories, poems, and plays which depict the earth in the year 2000 a.d. if pollution continues at its present rate. Present these stories to the school in a "class paperback" or newspaper which the students produce.

9. Have a group of students write major companies throughout the U.S. to find what they are doing about air and water pollution. Have another group research the general ineffectiveness of these reported methods. Have the two groups debate these issues before the class.

10. Ask experts on areas of ecology to speak to the class. Have the class take notes on the lectures and formulate questions to be asked.

11. Have students sketch suggestions for a class "ecology" flag. Let students decide on a final sketch by combining several ideas. The girls may want to sew a "life-size" flag. If the principal permits, a brief flag raising ceremony could be held during "Earth Week".

12. Take the students on a walk around the school or the neighborhood. Ask them to look for specific examples of pollution and for particular spots where pollution has not marred the environment.

13. Have a "Face the Nation" show where an "ecologist" is questioned by a panel of "reporters" concerning the cost to businesses, industries, and ultimately to individuals of cleaning up and preventing pollution.

V. No formal test recommended

VI. Additional Materials

1. Write for consultant aid to the office of the Environmental Education Consultant, State Department of Education, 810 Rutledge Building, 1429 Senate, Columbia, S. C. 29201.

STUDENT CHARACTERISTIC No. 17:

"He knows the constructive use of leisure time and the options involved."

UNIT NO. 17:

TIME OUT

I. Time Out

II. Purposes

A. New Student Abilities

1. To be able to find written materials on the hobbies of one's choice
2. To be able to plan recreation time such as trips, social gatherings, etc.

B. New Student Values

1. An awareness of the various kinds of activities (building, collecting, creating, and physical)
2. An awareness of recreation as a passive or active hobby involvement
3. An awareness of the state facilities for recreational usage.
4. An awareness of the responsibility and laws of usage of state recreational facilities

C. New Student Understandings

1. That recreational time does not mean "do-nothing" time.
2. That recreation is a means of communicating socially

III. Introducing the Lesson

The teacher may introduce this lesson by asking the students to write down the recreational activities that they or their friends engage in. From these units the teacher may complete a list of hobbies and activities for the students to learn more about by finding related reading materials on the field of listed topics. The students can catalogue these under building, collecting, creating, and physical.

IV. Classroom Activities

1. The teacher may have the students read biographies of famous men who began their careers as hobbies and then discuss how wealth and prestige may come by utilizing recreation time.

2. Have the students learn the area of the library concerned with books containing hobbites and recreational activities and compile a reference list.

3. The teacher may wish to set up a recreation shelf in the classroom containing the students' own personal recreation books, popular magazines, and other related hobby and recreational material.

4. Have students pick out a geographical location to visit. Then have them read books, magazines, real estate and tourist pamphlets in order to plan a vacation trip.

   Planning Tips for Trips:
   a. Cost
   b. Residency
   c. Local sights of interest
   d. Night and day activities
   e. Local customs to be aware of

V. Test

No test recommended

VI. Additional Materials

1. Tourist division of any state or foreign country

2. Holiday magazine

3. National Geographic Magazine and similar publications

I. Time Out

II. Purposes

A. New Student Abilities

1. To use leisure time for one's own enrichment and development as individuals and citizens.
2. To explore new ideas, gain new skills and interests
3. To develop social values
4. To develop a creative hobby

B. New Student Values

1. A desire to participate in creative and cultural activities
2. An awareness of one's self and the world in which one lives
3. An awareness of the wide variety of educational, cultural and interesting sites of leisure.

C. New Students Understandings

1. That recreation is essential to the cultural, physical, moral, and spiritual well-being of the individual.
2. That the capacity to enjoy life fully has to be developed through a broadening and deepening of one's range of interests and skills.

III. Introducing the Lesson

This unit may be introduced by involving students in a discussion on what is meant by leisure. Once this has been established, have students write a paper telling what they usually do during their leisure. This should provide an opportunity for students to evaluate their own use of leisure and to expand and deepen their range of interests and skills. At this point the teacher should list on the board the different kinds of recreation and with the help of students, suggest activities suitable for each.

IV. Classroom Activities

1. Write an explanation telling how to do each of the following:
   1. How to play tennis
   2. How to play _____
   3. How to bowl
   4. How to plan a party
   5. How to plan for a vacation

2. Write a paper telling which sport you enjoy most as a spectator.

3. Write a detailed paragraph on "What am I?" Be specific and give details but do not mention the recreation described. Have students tell what recreation they think is being described.

4. Write a critique of a movie you have seen recently.

5. List three songs in each of the following catagories:

Rock and Roll	Opera
Jazz	Negro Spirituals
Folk	Patriotic
Classical	Foreign
Country Western	Blues

6. Write a biographical sketch of your favorite movie actor or actress.

7. Write a letter to the Department of Parks and Recreation requesting some specific information.

8. Describe your visit to a particular Community or State recreational facility.

9. Write the rules and laws for the following:

Fishing
Swimming
Boating
Attending a concert
Traveling by airplane

10. Prepare a vacation agenda to one of the following places. Include some things as how you will travel the distance you will travel, places you will visit.

Florida
New York City
Washington, D.C.
Bermuda
Scotland

11. Make a scrapbook of the educational and cultural facilities in your community or state. Include pictures, names and descriptions.

12. Bring in a report on one of the following:

    New trends in leisure
    New trends in education
    New trends in travel

13. Write a review of three books you have read recently.

V. Testing

Formal testing no recommended

IV. Additional Materials

1. Newspaper
2. Pictures, pamphlets, and leaflets of state and community facilities
3. Maps
4. Menu
5. Catalogs
6. Travel literature
7. Hobby magazines

I. Time Out

II. Purposes

A. New Student Ability

1. To recognize the advantages and disadvantages of leisure activities

B. New Student Value

1. An awareness of the possible relationship of hobbies and recreation to occupational goals.

C. New Student Understandings

1. That leisure activities are important physical and mental rejuventors.

III. Introducing the Lesson

Have the students discuss what each would do if given the rest of this day for leisure activity. Compare the most popular choices. Is there a difference between "leisure" and loafing?

IV. Classroom Activities

1. View the film "Discovering American Indian Music" (24 minutes) obtained from the State Department of Education, AV Library, 1513 Gervais Street, Columbia, S. C. 29201.

   Have students discuss similarities and contrasts with today's "rock".

2. View the film "Forever Beethoven" (53min.) obtained from the AV library. Have students discuss this type of music. Discuss the emotions suggested by the four Beethoven selections.

3. Allow the students to choose any classical selection from the school record library from a list of titles, judging their choice only by the name of the selection and the composer. After hearing the selection, let the students tell you why they liked or disliked the music and the mood it created.

4. Play "popular" records of various periods '20's, 30's, '40's, '50's, 60's, and '70's and discuss what they have in common and how they differ.

5. Choosing the "Top Ten", have each student bring in a 45 r.p.m. record or play one song on a L.P. Have him explain to the class "What I like about the music."

   Have students also try to encourage the class to vote for his song. Voting takes place after all records have been played and students have made their "talks".

6. Have each student tell about his favorite sport as a participant and his favorite sport as an observer. Follow the who, what, where, when and why reporting procedure.

7. Choose a famous sports figure (use the Readers' Guide to Periodical Literature, personal magazines, newspapers, paperbacks, etc.) and tell what makes him successful. Why do you like or dislike him?

8. After week-end of college football, pro-football, basketball, or baseball, have students (who volunteered the previous Friday) pretend they are sports commentators on the radio and give a report of the game.

9. The day after a good movie or excellent special on T.V., ask for volunteers to give a report on the program, telling the strong and weak points rather than a summary.

10. Have students talk about motion pictures and their effect on our lives. What do they wish the motion pictures would show that they are not showing.

11. Have students describe the advantages and disadvantages of T.V. and motion pictures by comparing them.

12. If students have special hobbies, encourage them to share the hobbies with the class. Video-tape the presentation and have the participating students evaluate their performances. Related to occupations?

13. Obtain and show arts and crafts movies obtainable from the AV library. Have students investigate the costs of various hobbies and the hobby groups meeting in your town. Does hobby relate to a possible occupation?

14. Investigate the hobby by using one of the hobby magazines. Report to the class your findings on the hobby.

15. Have students present a talent show and invite other classes.

16. Discuss the leisure activities available in your city. Consult the recreation commissions for this information.

17. Have a student select a foreign country. If film is unavailable, suggest transparencies, film strips, posters of magazine pictures, and material obtained from travel agents. Allow as many visuals as possible to enhance his talk.

18. Have each student plan a vacation. Decide where? (state or country) Why? (Give information about place What do you want to see and do) For how long? Method of transportation? Plans that would have to be made ahead of time? (Passport, hotel and travel reservations? shots?) Allow them library time to get information on the vacation site. Encourage the use of visuals. Have the student orally present his vacation plans and organization to the class. This may be a term project. Grade on organization.

V. Test

Aside from grading individual participation, tests are unnecessary.

VI. Additional Materials

Films (State Dept. of Education, AV Library, 1513 Gervais Street, Columbia, S. C 29201.)
Speakers (coaches, ball players, visitors from other countries, travel agent, local TV or radio personalities, etc.)
Field trips (radio and/or TV studios, Little Theatre)

I. Time Out

II. Purposes

A. New Student Abilities

1. To survey the leisure time activities available to persons in a given area
2. To articulate his reasons for choosing for himself particular leisure time activities
3. To assess the cost of his leisure activities and to justify (to himself, at least) their necessity.

B. New Student Values

1. An awareness of the value of recreation to his physical and emotional health.
2. An awareness of the variety of leisure time and recreational opportunities in his area.

C. New Student Understandings

1. That individuals differ in their preferences and needs in regard to leisure time activities
2. That experiences rich in human contact and personality development can result from his leisure time activities

III. Introducing the Lesson

Give students an imaginative assignment such as: "If you had two weeks' vacation and could spend any amount of money you wish, where would you go and what would you do?"

Follow up with a concrete assignment: "You have saved $300 and you have two weeks' vacation coming up. List and estimate every expenditure you would make."

IV. Classroom Activities

1. Have students make a list of activities in which they now participate in their leisure time. Make additional lists of things they would like to do and of things that are available to do.

2. Have students cut pictures from magazines or draw them to make wall displays, bulletin boards, or montages in which they categorize leisure time activities in various ways, such as: for the loner, for partners, or for teams; "the best things are free" or "you pay for what you get"; and/or for youth only, or for all time.

3. If students say there is a scarcity of activities for youth in the area, have them decide what they would like most to be provided. Let them plan a presentation to convince city council to provide such opportunities, and conduct a mock council meeting in which students dramatize what they believe would happen if the presentation were made.

4. Invite a speaker from the Chamber of Commerce, if possible. Have students issue the invitation, introduce the speaker, ask questions, and write a thank-you note or letter.

5. Have students design and write a brochure of recreation and leisure activities in their area such as could be distributed to visitors or newcomers to their school.

6. Make a huge Fun Map of your town or your area on which students designate all restaurants, theaters, stadiums, parks, libraries, hobby shops, etc.

7. Have each student make a month's diary of his leisure time activities and their cost so that he can estimate what percentage of his allowance is used in this way. Then have him estimate this for others in his family to get a percentage of family income spent for recreation.

8. Have students make a list and estimate monetary value of things they and their families own which are equipment for leisure activities, such as boats, campers, skiis, stereos, cameras, etc. Have them estimate the amount of time their families spend each week or each month in such activities.

9. Have students write essays or poems "In Defense of Fun". Share some of these with the class to motivate discussion about the need for recreation and the values we receive from it.

10. As a class or in groups, make films or slide-tape programs to show "The Fun Scene" or "sights and Sounds of Enjoyment" which shows class members or local teenagers engaged in a variety of sports and leisure time activities. Be sure to include unusual hobbies, collectors, artists, musicians, cooks, and hunters, along with sock hops, the ball games, and horseback riders. Students should compose a narration to accompany the pictures with names, quotes, and descriptions.

V. No test recommended specifically.

STUDENT CHARACTERISTIC No. 18:

"He knows acceptable levels of humor and displays an appreciation for and an ability in it."

UNIT NO. 18:

THE BEST MEDICINE

I. The Best Medicine

II. Purposes

A. New Student Activities

1. To enjoy and value humor as it is encountered in life
2. To help the students pinpoint the different kinds and purposes of humor
3. To help the students overcome self-consciousness by being able to laugh at himself as well as the foibles of others
4. To interpret newspaper columns, news and magazine cartoons, and other humorous writings
5. To tell a humorous story well in conversation or a short talk
6. To be able to decide when it is in good taste to use humor

B. New Student Values

1. An awareness that humor comes in many different forms
2. An awareness that humor is a means of alleviating tensions constructively and identifying social and political problems
3. An appreciation of humorous literature
4. A sensitivity to humorous situation

C. New Student Understandings

1. That humor is universal
2. That humor can express profound ideas about life
3. That humorous literature can be enjoyable

III. Introducing the Lesson

The teacher may introduce the lesson by having each student bring to class an amusing newspaper or magazine article, cartoons, comic strips, or other humorous articles. The teacher may flash these on the screen and have each student explain his choice to the class. This can lead to a discussion of kinds of humor or various reactions to humor; giggles, smiles, loud laughter, or amused feelings.

IV. Classroom Activities

1. The teacher or student may read certain humorous or satirical selections to the class and lead a discussion of the devices used to produce humor

2. Using the "Ugly Duckling" by A. A. Milne have students act out and discuss the unexpected entanglements and problems solved by unbelievable twists of events.

3. Have students clip out editorial cartoons from newspapers and discuss the purpose of the cartoon.

4. The teacher may have students select humorous stories to read and make reports to the class explaining the moral of the story.

V. No test recommended.

VI. Additional Materials

Books: The Trouble with Angels by Jane Trahey
The Egg and I
Please Don't Eat the Daisies by Jean Kerr
Mama's Bank Account by Kathryn Forbes
Thurber Carnival by James Thurber
Dennis the Menace by Hank Ketcham
Charlie Brown by Charles Schultz

Short Stories:
"The Secret Life of Walter Mitty" by James Thurber
"Celebrated Jumping Frog" by Mark Twain
Works by O. Henry

Poems:
"Jabberwocky" by Lewis Carroll
"Casey at the Bat" by Ernest L. Thayer
"Cremation of Sam McGee" by Robert W. Service
Poems by Langston Hughes or any selections suitable for this unit (poems or verse)

Records:
"Mark Twain Tonight" by Hal Holbrook
"My Brother Whom I Slept With" by Bill Cosby
"The Devil Made Me Buy That Dress" by Flip Wilson

I. The Best Medicine

II. Purposes

A. New Student Abilities

1. To recognize techniques writers use to create laughter.
2. To laugh at one's own mistakes and one's self.
3. To understand what makes us laugh

B. New Student Values

1. An awareness of the importance of humor in human existence.
2. An appreciation of different types of humor.
3. An awareness of human foibles and follies.
4. A desire to develop a sense of humor.

C. New Student Understandings

1. That humor is a necessary ingredient for a healthy existence.
2. That humor must contain the right degree of exaggeration to be effective.
3. That having the capacity to enjoy and appreciate humor aids in the understanding of human foibles and follies.

III. Introducing the Lesson

This unit may be introduced by having students reminisce and write a paper about a humerous childhood experience. Caution students against over exaggeration. Have students share their experiences with others in the class. Discuss the humor in each. Define and discuss the different types of humor.

IV. Classroom Activities

1. Compare the humor in a slangy comic-strip with an editorial page cartoon containing simple, direct English.

2. Listen to your favorite television comedian team and jot down in your notebook at least five errors in usage. Explain how this adds to humor.

3. Write a humorous character sketch using a dialect for emphasis.

4. Select your favorite cartoon from a newspaper. Discuss the serious and the humorous aspects of the idea presented.

5. Discuss the humor in the Folklore "Casey at the Bat" by Ernest Thayer. What techniques did the author use to create humor?

6. How does the use of dialect in the "Night the Ghost Got IN" by James Thurber add to the humor of the story?

7. Write a summary of "The Ransom of Red Chief" by O. Henry to illustrate the humor presented.

8. Write a one-act play dramatizing some humorous natural situation.

9. Write an original joke or a humorous anecedote.

V. Test

A. What is humor?

B. What are some techniques used to create laughter?

C. How do cartoonist get the effect they want when they draw a caricature?

D. What is the humor in the following social commentary.

1. Now and then an innocent man is sent to the legislature.
2. When a feller says, "It hain't the money but th' principle o' th' thing," it's the money.
3. Some people pay a compliment like they expected a receipt.
4. It don't make no difference what it is, a woman will buy anything she thinks a store is losing money on.
5. We like little children because they tear out as soon as they get what they want.

VI. Additional Materials

A. Humorous Stories
1. Giggleboy by Phyllis Fenner
2. Here's Howie by Mary Malone
3. The Ransom of Red Chief by O. Henry
4. Laughable Limmericks by Sara W. Brewton
5. Tom Sawyer by Mark Twain
6. Casey at the Bat by Ernest Thayer

I. The Best Medicine

II. Purposes

A. New Student Abilities

1. To build more effective talks through selection of introductory humor with an anecdote or simple joke
2. To tell a joke or an anecdote more effectively

B. New Student Values

1. An awareness of the fun experienced in sharing humor with friends
2. An appreciation of many kinds of humor

C. New Student Understandings

1. That to tell a humorous story requires preparation and the application of certain skills
2. That humor can be found in many forms in almost every magazine and newspaper
3. That some of the best humor is sometimes accidental
4. That humor is an excellent "attention grabber".
5. That humor is used sometimes to deliver a message.

III. Introducing the Lesson

Collect magazines and newspapers of many varieties. Let students search through these for a humorous anecdote, cartoon, quotation, etc. which he finds especially funny. Here is an opportunity to define types of humor chosen. Also, give each an opportunity to tell the humorous material in his own words. Some will be able to do this more effectively than others. Let them determine why this is ture.

VI. Classroom Activities

1. Review importance of delivery in achieving the desired effect. Voice inflection. Body language. Eye contact. Direct quotations.

2. Some students may be interested in developing a funny monologue which one student could deliver before the class. Let them explore the interesting idea of pantomime, or silent comedy skits of Red Skelton and Charlie Chaplain.

3. Select cartoons with captions concealed. Have students create humor to replace them.

4. Have student select commercials which use humor very effectively. Discuss the basis for humor. Why do they use it?

5. Illustrate the effectiveness of humor as an introduction to a talk. Again, what is the purpose of humor?

6. Explore the effects of human frailty and understatement found in the "Mr. McGoo" films.

7. Explore samples of exaggeration in the early Laurel and Hardy films. Examine the comedies of the "Three Stooges". Have students make comparisons. How is humor produced here?

8. Discuss the popularity of Mad magazine. What does the artist and authors draw upon to produce humor? Exaggeration? Satire?

9. Have students select a humorous incident from books they have read and present these to the class. Let the class disucss the humor that was achieved.

10. Explore satire. Have students collect several political cartoons, depicting satirical cuts at our government, political parties, or political figures. Let each interpret the message from his selections.

11. Students may discuss use of humor in current songs. If there are musicians available, perhaps one would give a demonstration.

12. Divide the class into four or five small groups. Have each group review the types of humor studied and presented in class. Finally, each group will present a sample of the kind of humor it enjoyed most: slapstick, exaggeration, satire, etc.

V. Test

Test deemed unnecessary.

I. The Best Medicine

II. Purposes

A. New Student Abilities

1. To recognize the various types of American comedy; nonsense humor, situation comedy, satire, light verse, the tall tale, etc.
2. To sympathize with certain characters in a humorous work and remain detached from others.
3. To explain the pleasure one gets by remaining detached from all the characters. ("superiority theory")
4. To use rhythm, rhyme, and word choice in unexpected ways to create a humorous effect.
5. To note the tendency of humorists to use the surprise or ironic ending.
6. To recognize that cultural conditioning plays an important part in one's reaction to certain types of humor.
7. To distinguish between wit (which tends to be hard and critical, rapid and sharp; and associated with an intellect) and humor (which tends to be sympathetic and is associated with the heart.)
8. To define a satirist as one who use laughter to criticize human institutions and humanity. (through humor, symbolism, invective, nonsense, exaggeration, and understatement)
9. To recognize that nonsense humorists are somewhat more interested in situation than in character.

B. New Student Values

1. An awareness that what a people laughs at often reveals a good deal about the fundamental nature of that people.
2. An awareness that humor serves as a kind of balance or safety valve to keep people on an even keel.
3. A desire to read humorous literature as a source of entertainment, pleasure, and fun.

C. New Student Understandings

1. That humorous writing is intended to entertain and amuse -- to make people laugh.
2. That there is a richness and variety of the tradition in American writing

3. That writers of comedy expose the foibles and absurdities of life.
4. That one may see the American character and perhaps his own character through comic revelation.
5. That comedy may be analyzed from the readers' point of view, especially with respect to his sympathy and detachment.

III. Introducing the Lesson

This unit may be introduced by open discussion with students concerning humorous situations in which they have been involved. Discuss the fact that what may be humorous to one person may not be humorous to another, depending on the individual's outlook on and attitude toward life.

IV. Classroom Activities

1. Ask pairs of students to write up similar incidents with one treating the incident comically and the other seriously.

2. Ask students to list on a piece of paper five or six of their favorite television shows. How many of the shows might be called comedies? Why is comedy popular on television? Why is it popular with high school students?

3. Ask the students whether they can think of sub-categories in which to group the various comedies that they (or the class) watch on television.

4. Ask the students to name their favorite comedians. Some will probably name satirists. Discuss, then, the uses of comedy beyond laugh provocation. Discuss what the reasons are for not having more strong satire -- especially during prime time on television.

5. Have the students read a work which uses dialect as a source of humor. Discuss how this dialect adds to the humorous effect of the work.

6. Have students read a tall tale. Keep in mind that a tall tale is essentially (1) a simple, humorous narrative (2) using realistic details and (3) common speech (4) to relate extravagant happenings (5) centered around a superhuman figures. Have students make up their own tall tales to be told to the class.

7. Have students read a social situation comedy (possibly one by Dorothy Parker) with which, in one form or another, everyone is familiar -- a situation in which we are forced in order to appear polite to do something we really don't want to do. Have several students act out the comedy for the class.

8. Have students read a special criticisum that uses symbolism, humor, and exaggeration as weapons. Discuss the fact that comedy can have a cutting edge.

9. Have students recall the humorous selections they have read and use illustrations from them to support an evaluation of each of the following statements.

   1. " . . . too much of anything, if plausibly brought in and playfully received, is comic."
   2. "Humor is meant to blow up evil and make fun of the follies of life."
   3. "Why we laugh is generally because we have seen or something that is at variance with custom."
   4. "The true humorist must be an optimist."
   5. " . . humor is the best that lies closest to the familiar, to that part of the familiar which is humiliating, distressing, even tragic."
   6. "Life is a tragedy to him who feels and a comedy to him who thinks." (Discuss, debate)

V. Test

No test recommended.

STUDENT CHARACTERISTIC No. 19:

"He enjoys short stories."

UNIT NO. 19:

LITTLE THINGS MEAN A LOT

I. Little Things Mean A Lot

II. Purposes

A. New Student Abilities

1. To develop student ability to follow the sequence of a narrative
2. To help students augment his resources of inner life through literature
3. To help the student enlarge his understanding of human behavior, motive, and incentives
4. To help the student identify his own innate storytelling ability

B. New Student Values

1. An awareness of life through literature
2. An awareness that literature is valuable in the development of one's personality
3. An awareness of the different categories of short stories (unitary, action, "slice of life", and science fiction, fiction)
4. An awareness of the similarities between characters in a story and their relationship with their environment

C. New Student Understandings

1. That an understanding of the value of literature will help the student to understand himself
2. That the short story is an interpretation of the author's view of life
3. That the author is challenging the reader to be introspective
4. That the author uses a variety of his own experiences in his writing

III. Introducing the Lesson

The teacher may introduce the lesson by reading a chilling short story to the class with the lights turned down low and the shades drawn. The teacher may have a surprise guest appear dramatically at the end of the reading to produce effect. The teacher may then ask how the setting affected the mood. (example questions: Would this story be as effective if it were told in the cafeteria at lunch time? Why or why not? Would the story have been as effective if the action had taken place over a longer period of time?)

IV. Classroom Activities

1. Have students read a mystery short story and comment on the changes they would make in the setting.

2. Have the students read the first part of a short story and finish it out of their imagination.

3. The teacher can pose the question "Who Am I?" and have the students choose to read a short story in which self-discovery is the theme.

4. Have students all read the same short story emphasizing character. Then have the class prepare a mock trial dealing with the morality of the character.

5. Have students read biographies of other short story authors so that they can determine how much of the author's life is portrayed in fiction.

6. Divide the class into four groups to write a short story. The redivide the class into groups of five and have them act as publishing companies evaluating (a) price, (b) quality, (c) interest, (d) selling potential of each previously written short story. The teacher can have a "Pulitzer Prize" award for the best group work.

V. Test

No specific test recommended other than teacher-made.

VI. Additional Materials

Films: "Developing Imagination" - USC AVL
"The Tell Tale Heart" - USC AVL

Books: Short Stories for Our Times - Houghton Mifflin, 1950, editors, Simon Certner and George M. Henry
My Favorite Stories - Maureen Daly, ed., Dodd-Mead, 1948
Great Stories of Sherlock Holmes by Doyle, Dell Publishing Co.

I. Little Things Mean A Lot

II. Purposes

A. New Student Abilities

1. To write interesting story titles
2. To write stories drawn from personal experiences
3. To organize a piece of writing to produce a particular effect
4. To write unifying and coherent themes expressing reactions to short stories
5. To write vivid character sketches
6. To judge the work of others

B. New Student Values

1. An appreciation of the short story as a genre of literature
2. An awareness of the complexities of life as experienced by most people in short stories and in life
3. The necessity of writing clearly and effectively

C. New Student Understandings

1. That the short story is a concrete, practical, and personal medium of expression
2. That good writing contributes to one's social adjustment.

III. Introducing the Lesson

A good story must revolve around a conflict -- two forces working against each other through action. In our daily lives, as in the short story, we observe various qualities of human behavior as man struggles against man, against nature, or against himself. This unit may be introduced by first mimeographing samples of short stories that deal with teenage problems and discuss them with students. Have students identify the basic story ingredients in each and write a well organized paragraph expressing their reaction to the theme. Then for enjoyment and sharing of experiences, have students write their own stories based on personal experiences.

IV. Classroom Activities

1. Write a specific, colorful, and original title for stories with the following settings:
   a. the beach
   b. the gymnasium
   c. the classroom
   d. the cafeteria

2. Select five pictures from your favorite magazine and write a good story title for each. Then select one and write a short story built around the illustrated event.

3. Write five good titles from your local newspaper human interest stories.

4. Select one of the following subjects and make an observational chart listing as many details as you can under each of the five senses -- sight, taste, sound, smell, touch -- using specific, concrete words.

   a. swimming
   b. a fire drill
   c. washing the dishes
   d. the cafeteria
   e. a walk through the park
   f. a walk along the beach

5. Using vivid, specific words, write a good-humored character sketch of someone you know exceptionally well -- a friend, a teacher, a relative, a political figure.

6. Short stories often show how people overcome their problems. In a well organized paragraph, tell how a short story that you have read helped you to solve a particular problem, to make an important decision, or to understand someone better.

7. Write a summary of a short story that you have enjoyed reading recently.

V. Tests

A. Write a personal definition of a short story.

B. What are the basic short story ingredients? What other elements are added to complete the story?

C. Select one of the following situations and write a dialogue for it, revealing a dominant trait of the main character.
   1. A student is late for class because he overslept. Upon entering the classroom, he realizes that he does not have his report.
   2. A girl opens the program prior to an assembly and discovers that her name is listed as recipient of an award for having the highest average in English.
   3. A basketball player learned that he will not be allowed to play in the championship game because he was caught smoking.

D. Select short story that you know well. Write its title and author at the top of your paper. Next, write a brief summary of the action up to the ending. Then write your own ending, using appropriate dialogue.

VI. Additional Materials

A. Suggested short stories

1. "Sixteen" by Maureen Daly
2. "The Boy Who Painted Christ Black" by John Henrik Clarke
3. "One Friday Morning" by Langston Hughes
4. " I'm A Fool" by Sherwood Anderson
5. "The Killers" by Ernest Hemingway
6. "Stories for Fun and Adventure", and More Stories for Fun and Adventure by Phyllis Fenner and Mary McCrea. New York: Day, 1961 and 1964. Collection of short stories adapted for reluctant readers.
7. Teen-age Tales by Ruth Strang. Boston: Health, 1954. Six collections of short stories adapted to sixth grade reading difficulty but with distinct appeal to high school readers.

I. Little Things Mean A Lot

II. Purposes

A. New Student Abilities

1. To find samples of writing which illustrate technical terms used by the writer
2. To find the message or theme in the story
3. To write the same story (or tell the same story) stressing a different viewpoint
4. To write paragraphs stressing atmosphere
5. To tell a simple story

B. New Student Values

1. An interest in reading and discussing stories
2. An appreciation of the short story as a means of communicating a message to the reader

C . New Student Understandings

1. That a good short story can influence its reader in many ways
2. That a short story is written mainly to entertain

III. Introducing the Lesson

Play a recording which dramatizes a popular short story. Let the students discuss those events which are covered in the introduction. Can they find the minor crises first problem? The major crisis? The climax? Good story for this purpose: " The Tell-Tale Heart"

IV. Classroom Activities

1. Have the students develop a definition for the short story.

2. Read a message story to the class. Let the students find the message. (Theme) Can they think of other messages one might find in a short story? (Show Film #40112: "Dr. Heidegers Experiment")
Example: "Blood is thicker than water"
"It pays to advertise"

3. Have each student read the same short story. Read a passage to them which illustrates characterization. Now have the students find other samples of each, presenting these in class for evaluation.

4. Instruct students, giving three methods of developing character. (1) Author tells us (2) Another character tells us (3) The character behaves in a certain way. Now let the student select paragraphs which show character. Then, let them decide which method of characterization was used.

5. Select the story which is heavily suspenseful. Let the students read the story and discuss suspense, giving lines to support their understanding of the term. Here is an opportunity to introduce conflict, inward or outward.

6. Have students select short stories which are strong in conflict. Have them give a brief oral synopsis. Follow with discussion of points of conflict. (fiction)

7. Have students present situations in class which might offer conflict in a boy-girl-boy relationship. (Film: #40115, "My Old Man"; "Three's a Crowd")

8. Have students develop oral presentation creating suspense. May use simple dialogue.
   Example: -- John!
   -- Here, Paul! Hurry!
   -- What's that?
   -- What?
   -- That rattling sound ...
   -- Move, or we're dead!
   -- It's dark. I can't see a thing.
   -- Come on. Just follow the wall.
   -- My feet are slipping! John!
   -- Hold on!

9. Have the students discuss the difference between a play and a short story.

10. Have the class discuss a viewpoint, suspense, theme, atmosphere, characterization. ("The Lady and the Tiger")

11. Have students work in several separate groups. Let each group plot a simple short story. Have these read in class. Let students determine what is missing. Atmosphere? Dialogue? Suspense?

V. Test

Compose a simple short story and tell it to the class. Have students evaluate the stories.

VI. Additional Materials

Selected films from "Short Story Showcase" (State AV Library)

I. Little Things Mean A Lot

II. Purposes

A. New Student Abilities

1. To read short stories with enjoyment
2. To perceive the author's purpose
3. To discuss the possible meanings intended and their applications
4. To find short stories he will enjoy reading in places other than school texts

B. New Student Values

1. An awareness of the variety of entertainment experiences available through short stories

C. New Student Understandings

1. That cultivating his own imagination makes possible many pleasurable experiences.
2. That enjoyment is a worthwhile motive for reading

III. Introducing the Lesson

Anticipate this unit for quite some time before the class begins it, so that a wide collection of stories can be available which will capitalize on the students' interests. Enlist the help of drama students or good readers from other classes to make tapes of quite a number of stories. Different voices where conversation occurs makes a story much more interesting. Professional recordings of a wide variety of stories are available, but making the tapes (even if you tape from a record) has the advantage of using the exact story text that is available so that students may see the words as they hear them. Making the tapes will allow the teacher to introduce the story (on the tape) preview needed vocabulary, and direct attention to particular aspects. Follow-up questions and/or assignments could also be put on the tapes, and you have flexible material for total class, small group, or individual work.

IV. Classroom Activities

1. This unit should be planned around known interests of students, particularly at the beginning. Its major thrust should be to capture students' attention and provide enjoyment from reading. Use the tape of the most exciting sports story or mystery story available to you, such as

"Kid Brother" by B. J. Chute or "Windup" by Austin Harris, to begin the unit and discuss some reasons why short stories are the most popular form of literature.

2. Use the films, Short Story Showcase, available from the State Department. These films are superbly done for the purposes of this unit. Each is accompanied by a short commentary film which includes insights and ideas without being overly-concerned with minutiae or literary criticism. They should provide enjoyment and springboards for profitable discussion.

3. After viewing one of these films, students might present dramatizations of several short stories which they read in small groups. They might also (in small groups) improvise and present to the class sequels to some stories which the whole class reads.

4. What Everyone Should Know About the Short Story, a 15-page scriptographic unit, published by Channing L. Bete Co., Inc., Greenfield, Massachusetts 01301, is an excellent summary in very simple terms of basic literary concepts regarding the short story; characterization, plot, theme, tone, symbolism, style, point of view, and irony. (It would make an excellent set of ditto masters or transparencies.)

V. Test

Teacher-made test recommended to fit stories covered. Test should include balance of objective and subjective questions but should not be the students' only reason for reading the short story.

VI. Additional Materials

The teacher will find useful short stories in state-adopted textbooks as well as paperback collections.

STUDENT CHARACTERISTIC No. 20:

"He enjoys novels."

UNIT NO. 20:

THE FULL STORY

I. The Full Story

II. Purposes

A. New Student Abilities

1. To understand the importance of plot, setting, character, and theme in the novel
2. To develop the technique that enables the student to learn how stories are told
3. To be able to relate his own personal experiences to those in the novel

B. New Student Values

1. An awareness of time sequence on the development of the setting and events
2. An awareness of the author's life as it influences his writing
3. An awareness of the students' own life a a resource for storytelling

C. New Student Understandings

1. That in making the novel effective in his own life, the student must probe himself and his ideas
2. That the novel is a means for the author to express his own ideas and philosophies
3. That the novel contains a variety of plots
4. That the student can have a better understanding of the depth of people through reading novels

III. Introducing the Lesson

The teacher may introduce this lesson by playing a theme song from a motion picture produced from a novel ("To Sir With Love" or "Love Story"). Have the students identify the plot of the song and the mood. After listening to the record, the teacher may distribute the novel and have the students read the first chapter and begin comparison of the setting and the mood to that of the record. (example question: Is the mood of the novel as exciting as that of the record?)

IV. Classroom Activities

1. Have students read about the setting in an outside source and write an imaginative day in their life having lived in the setting of the novel. Students may read these to the class. (outside source: tourist pamphlets, encyclopedias, etc.)

2. Divide the class into small groups and have each group write a different ending to the novel. Have others groups judge the endings according to the continuity of the story.

3. Divide the class into small groups and have them choose a specific theme, such as courage, friendship, prejudice, love, jealousy, anger, selfishness, or realism or unrealism in life. Have students then choose a specific example from the novel and bring in the newspaper or magazine article displaying it in realistic terms.

4. Have students make a thematic collage based on the novel.

5. Have students keep a diary of a few days in their life and have them see if they can connect the events to some theme using the novel as a guide.

6. Have students describe an incident or scene from the novel as though they were an eye witness.

7. Have students portray character witnesses for or against the main character in the novel in a civil law suit.

8. Have students choose a specific event in the novel and explain how they would handle the situation.

9. Have the class read another specific event in the novel and discuss by defending or refuting the character's actions in the novel.

10. Have the students read a short biography of the author and compare and contrast characters to the author's own personality.

V. Test

No specific test, other than teacher-made.

VI. Additional Materials

1. Short Selection: "A Shipment of Mute Fate" by Storm and Crutchfield (Companion Series: Harcourt Brace and World - Adventures for Today (2nd Edition)

2. Films: "Novel: The What It Is, What It's About, What It Does: - SC AVL #1605

3. ITV: "A Matter of Fiction" series on S. C. ETV network.

I. The Full Story

II. Purposes

A. New Student Abilities

1. To write longer narrative and descriptive compositions
2. To write from the point of view of first person narrator

B. New Student Values

1. An awareness of the drama potential in one's own life.
2. An awareness of the place of narrative and descriptive writing in one's own personal life.

C. New Student Understandings

1. An understanding that writing longer forms helps order one's personal life
2. An understanding that writing is an excellent hobby or even an avocation

III. Introducing the Lesson

First person narrative writing based on personal experience has much in common with the novels students will be reading. Longer descriptive, narrative writing is an ability that will improve the quality of the student's life. It is not uncommon for job seekers to have to write autobiographies, a task requiring the performance skills of this lesson. In some British and American schools, novel writing has become the bedrock of teaching composition. Whether the student finishes the novel isn't important; that he launch himself into longer forms of description and narration is important. The longer writings of this lesson should be started early and continued over longer periods of time. Students should work on these longer writings when they feel like it. There should be no more than minor pressure for students to finish.

IV. Classroom Activities

A. Writing about a dream or wish unfulfilled
1. Think of a time you wanted to take a trip but couldn't
2. Imagine what the trip could have been had you taken it. Cover every detail.
3. Write a first person account of the trip as if you had actually taken it.
4. Allow your imagination to elaborate and expand the trip into an adventure tale with you as the main character.

B. Writing about a personal dramatic situation
   1. Pick the most drama-packed, action-filled experience in your life.
   2. Write from first person narrator your account of that moment.
   3. Divide your story into three chapters: an introductory chapter, a main chapter, and a concluding chapter.

V. Test

Write a five-hundred word autobiography that is good enough to present to an employer.

I. The Full Story

II. Purposes

A. New Student Abilities

1. To see relationship between setting and plot structure
2. To perceive characterization through vocabulary, description, and actions.
3. T o recognize that authors make use of recurring themes and plots and to note some of these repetitions with the variations employed
4. To recognize the several points of view from which an author may write and to observe the advantages and limitations of each.
5. To discover that conflict in literature as in life arises from main's inner feelings and beliefs or from external pressures outside himself.

B. New Student Values

1. An awareness that what he accepts, admires, cherishes -- or what he rejects -- can come through wide reading of novels.
2. An awareness of the importance of the novel as an explication of life.

C. New Student Understandings

1. That novels provide insights into man and his relationship to himself, to God, to his fellowman, and to nature.
2. That the main theme or thesis of a novel and the reflected vision of life in the novel are important to the students' understanding of the work.
3. That reading novels not only is an entertainment but also a way of understanding life.

III. Introducing the Lesson

Have each student present his favorite novel to the class in one of the following ways:

a. Make a poster to advertise a book.
b. Create a series of original illustrations for a story.
c. Make a movie of a book. (A series of pictures are drawn on a long sheet of paper, the ends being fastened to a roller, which is turned to move the pictures into view.)

d. Write or tell the most humorous incident, the most exciting, the part liked best, or the saddest part of a story.
e. Make a list of new, unusual words or expressions to share with the class.
f. Act out a pantomime about a story.
g. Use puppets to retell a story.
h. Write a poem to accompany a story.
i. Tell about a book, using the tape recorder.
j. Find out more about the author and present a brief biography.
k. Give a vivid oral or written description of an interesting character in a book.
l. Make a book jacket and write a blurb to accompany it.

IV. Classroom Activities

1. Have students use the information in the following films for discussions, panel discussions, round the table and lecture discussions: "The Novel: What It Is, What It's About, What It Does," "Early Victorian England and Charles Dickens," "Great Expectations I," and "Great Expectations II", all available from the state A.V. office. Several topic suggestions might be: relating the story, pointing out word selections to emphasize a certain point of view, explaining the relationship between facial expression, tone quality, and gestures of the characters.

2. View any or many of the following films and discuss similarly: "How to Read Novels" (720, County A-V Department); "Early Victorian England and Charles Dickens (16 min., State Department); "Tales from Dickens: Miss Haversham" (24 min. black and white, 12297-State Department); "Pride and Prejudice" (40 min, black and white, 16013-State Department); "Mutiny on the Bounty" (40 min. black and white, 16021-State Department); "The Good Earth" (40 min., black and white, 16012-State Department).

3. After students have read a novel, have them summarize the important incidents in the plot and recognize the climax.

4. After students have listed the main events in a novel, have them select one and write an alternate incident that the author may have chosen to illustrate his point. Evaluate what the change does to the story.

5. Have students pretend to be one of the characters and explain his actions in the story.

6. Have students describe an incident or scene from the novel as though they were eyewitnesses.

7. In a class discussion, choose a characteristic such as honesty, loyalty, or friendliness. Define it and relate how the different characters showed they possessed it.

8. In a discussion, allow students to defend or refute as realistic or unrealistic any of the character's actions in the novel.

9. Have students discuss the role and purpose of the minor characters in the novel.

10. Have students decide if the decisions made by certain characters are ethically wrong or right. Discuss with them the consequences of the decisions.

11. Have students read orally to prove a point presented in the discussion.

12. Have students choose any two or three characters and contrast them.

13. Have students write compositions on admirable (or otherwise) qualities of the best character, the saddest character, the most honest character, the meanest character.

V. Test

1. Have students keep a diary of a few days of their lives. Then have them see if they can connect the events by some theme and write a short novel.

2. Allow students to improvise certain key episodes in the novel and portray them as they think the author would wish.

STUDENT CHARACTERISTIC No. 21:

"He enjoys poetry."

UNIT NO. 21:

THE CHOICE WORD

I. The Choice Word

II. Purposes

A. New Student Abilities

1. To develop close and careful reading skills
2. To recognize that poetry speaks of the essence of man's existence
3. To appreciate the structure and language of poetry
4. To develop interpretation skills through visual imagery and emotional response

B. New Student Values

1. An awareness of the musical quality of poetry
2. An awareness of the students' own experiences in poetry
3. An awareness of emotion in poetry
4. An awareness of the different kinds of poems (love, nonsense, humorous)

C. New Student Understandings

1. That poetry contributes to the students' understanding of life
2. That poetry is the closest form of written communication to visual communication

III. Introducing the Lesson

The teacher may introduce this lesson by handing out sheets of two poems. Have the students read the poems silently. Break the class into four small groups ahd have each group read and analyze the poems. Have volunteers from each group read the poems aloud with emotion. Then hold a discussion on the effectiveness of the group's ability to convey the mood of the poem. Then play the recordings and compare the techniques of the recorded reader to those of the group reader.

IV. Classroom Activities

1. The teacher can hand out copies of several poems. The students then choose a musical recording to display the mood and rhythm of the poem. In class the music can be played while a student reads the poem (allow several days for preparation).

2. Have students make a collage depciting the "meat" of the poem.

3. The teacher may read prose selections to the students; then read poetry. Compare the rhythm in poetry to that of prose (rhythm and regularity).

4. Take any three poems studied and have students paraphrase them and then read them to the class.

5. After reading a varied selection of poems, have students identify metaphors, similes, and personification of the poems.

6. Use modern songs by Simon and Garfunkle and lead students to an appreciation of poetry as a means of communication. (example: "What is the bridge in "Bridge Over Troubled Waters?")

7. The teacher can obtain copies of poems reflecting the emotions of love, hate, bitterness, prejudice, courage, loyalty, and have students categorize the poems they have read under the above headings.

8. The teacher can display pictures and have students write three line poems or match the pictures to reflect the poems read.

9. The teacher can obtain poems of different culture and have students match the poems to the cultures.

10. Have students bring to class new articles of controversial issues. Have them write humorous limericks to fit the article.

11. The teacher can gather a group of love poems. Have students identify what kind of love is expressed.

12. Have each student bring his favorite poem to class and read the poem to the class telling why he likes it, what is says to him, and what he enjoys most about poetry.

13. After students have studied many poems, evaluate their understanding of poetry by having them read in a single sentence the central idea or theme of the poems in a group.

V. Test deemed unnecessary.

VI. Additional Materials

Films: "How to Read Poetry" - USC AVL
"Robert Frost" - USC AVL
"Carl Sandburg" - USC AVL

Recordings:
Simon and Garfunkle - "I Am A Rock"
"Sounds of Silence" - album
"Old Friends
"Three A. M. in the Morning"
"The Creation" by James W. Johnson
"Bridge Over Troubled Waters"

Poems: "The People Speak - The People, Yes" - Carl Sandburg
"Chicago" - Carl Sandburg
"I Hear American Singing" - Walt Whitman
"Portrait of a Southern Lady" - Stephen V. Benet
"John Brown's Body" - Stephen V. Benet
"The Death of the Hired Man" - Robert Frost

Minority poems

Poems for selective readings: poems by Langston Hughes
poems by Gwendolyn Brooks

I. The Choice Word

II. Purposes

A. New Student Abilities

1. To strengthen recognition that any form of writing is men communicating with men
2. To recognize the effect of basic literary devices

B. New Student Values

1. An awareness that the writer has some thought or image to convey
2. An awareness that vocabulary creates images, emotions, and feelings

C. New Student Understandings

1. An understanding of mechanics and usage
2. An understanding of why one form might be better than another
3. An understanding that every word in poetry contributes to the whole effect

III. Introducing the Lesson

The teacher may introduce poetry writing by having the student write a Cinquain, thus showing that poetry is a mathematical process, not just a battle with words. Have students read aloud what they have written. Next introduce Haiku--put a formula on board and illustrate how easy it is to write and what a beautiful image results. If weather permits, take class out on campus. Look, listen, smell and jot down what has struck the senses. Collect specimens of wild flowers, weeds, leaves, etc. Return to class and each writes several Haiku about what he has seen, heard, smelled or collected. Next, have each member of class write a Cinquain on the same specimen. Read aloud, compare word choices, imagery, etc. This tends to give the reluctant student a quicker acceptance of the idea that he <u>can</u> write poetry.

IV. Classroom Activities

1. Write Cinquain

2. Write several Haiku

3. Write a limerick about yourself

4. Write two or three paragraphs describing a character from a narrative poem as the student imagines him . . . should be explanatory and descriptive. Example: "Gunga Din" "Patterns"

5. Write a paragraph explaining the meaning of one lyric poem.

6. Have students think of a time when they were suddenly aware of their surroundings . . . what sight, what sounds, general impression.

7. Translate the above in an original poem, form of their choice.

8. Paraphrase a poem. Example: "The Village Blacksmith", "The Raven", "The Creation"

9. Write individually or as a group a couplet type poem with the open end sentence "I wonder why . . . ."

10. Write out the lyrics of three top pop favorites. Discuss imagery mood, impressions, etc. in word choices and phrasings.

11. Divide into groups and let each group compose one stanza of a ballad on an agreed upon title, put it together with a refrain.

V. Test

No test necessary

VI. Additional Materials
"Haiku"
Films from A-V Library and similar titles

I. The Choice Word

II. Purposes

A. New Student Abilities

1. To enjoy poetry
2. To listen to poetry purposefully

B. New Student Values

1. An appreciation for the conciseness and exactness of poetry
2. An appreciation of word choice, sounds, and symbolism

III. Introducing the Lesson

Poetry is the oldest form of literature and perhaps the most avoided by those who have not been properly introduced to it. Yet everyone initially had a most pleasant early association with poetry, i.e., the Bible and nursery rhymes. Somewhere along the way, the charm and glamour vanished. Poetry is the master of our language. It plays with words and ideas. Poetry says things so quickly, so concisely, so clearly that it should be the media of all people since everyone is always in such a hurry.

IV. Classroom Activities

1. Read or play tape of many short but interesting poems. Be sure they are expressions of ideas and experiences with which the student can and will identify.

   Some suggestions: "Whispers" - Myra C. Livingston
   "Cat" - Eleanor Fargeon
   "April Rain Song" - Langston Hughes
   -Weather Poems-

2. Orally compare the simple message of the poem in everyday talk to the "poets" way. Listen to each and hear the beauty of word and thought.

3. Humor in poetry might be heard easiest in some of the works of Richard Armour, E. C. Cummings, and Ogden Nash.

4. Encourage students to listen for alliteration and mood in such narrative poems as "The Highwayman" by Alfred Noyes, "Lullaby" by Robert Hillejer.

5. For rhythm, try choral reading and foot tapping to such poems as "Boots" by Kipling.

6. Have each student find and read a favorite poem.

7. Encourage simple expressions in free verse by each student to be read to class -- for topics, use nouns that are filled with ideas and experiences -- rain, might, school, books, colors, war.

8. Read some selected poems of Rod McKuen. Use albums of McKuen reading and singing his works. This might serve better at beginning.

V. Test

No test recommended.

I. The Choice Word

II. Purposes

A. New Student Abilities

1. To compare the mood and form of poetry with that of prose
2. To recognize the use of poetic figures of speech to convey ideas and appeal to the imagination: simile, metaphor, personification, the apostrophe, the allegory, hyperbole, irony, and allusions.
3. To recognize the use of rhythm in conveying mood and meaning
4. To recognize the use of rhyme, alliteration, onomatopoeia, and repetition for sound effects.

B. New Student Values

1. An awareness that appreciating good poetry is as natural as recognizing beauty or any other vivid experience which has universality of appeal.
2. A desire to read poetry on both the literal and symbolic levels for personal enjoyment.

C. New Student Understandings

1. That poetry may be humorous or serious, may deal with abstract subjects or physical objects, or may be rhythmic or non-rhythmic
2. That the words of poetry are written with extreme compactness into poetic line
3. That poetry comes from experience; therefore, any topic can be a subject for a poem.
4. That rhythm in poetry often helps to convey mood and meaning
5. That rhyme, alliteration, onomatopoeia, and repetition are often used in poetry to create sound effects

III. Introducing the Lesson

This lesson may be introduced by playing recordings of popular songs which may be characterized as poetry. Mimeograph the words of several of the songs for the students to read as they listen to the recordings. Ask the students to write the poem (or song) in a short paragraph. Read the poem aloud; the paragraph aloud. Compare the effects of the two oral readings.

IV. Classroom Activities

1. Choose two short poems. Have the students express in prose the exact ideas and moods contained in the two poems. Have them write a paragraph or two in which they discuss the resulting differences.

2. Choose several poems which contain several kinds of figures of speech. Have students point out and identify the figures of speech in the poems and discuss their effectiveness in adding to the poetic appeal of the poems.

3. Have students write original figures of speech based on the suggestions in the list that follows. Have them prepare to read and discuss them in class.
   1. Write a simile to express the sight of an apple orchard in full bloom in the spring.
   2. Write a metaphor in which you compare the sound of popping corn with an object of your own choice.
   3. Write an example of personification in which you personify either the sun, the moon, or a tree.
   4. Write an example of hyperbole in which you express your belief in freedom.

4. Have students bring to class ten poetic expressions that they consider examples of vivid diction. They should be prepared to read and discuss them in class.

5. Have students write examples of vivid poetic diction for each of the following suggestions: home, the first snow, autumn, evening, quiet, beauty of a rose.

6. Have students select the five suggestions from the list below which mean most to them and write about each of the concrete details that affect their emotions.

   1. lilacs in the spring
   2. home after a trip
   3. little children dressing up
   4. the city lights at night
   5. the first snow
   6. the family Christmas tree
   7. the death of a loved one
   8. a campfire
   9. a lake at dusk
   10. a lake at sunrise
   11. a mountain peak
   12. the popcorn man
   13. the heavy rain
   14. the crowd at the ball game
   15. the chorus
   16. fog
   17. the first frost
   18. roller skating at the rink
   19. a bowling alley
   20. a field of cotton
   21. boats sailing on a river
   22. a parade

7. Have students try to create rhythm with words, using the following list of suggestions. Have them write at least five.

1. rain on the roof
2. Beat of waves on the shore
3. corn popping in a kettle
4. rowing
5. merry-go-roung
6. swimming
7. fire siren
8. skating
9. traffic rumblings
10. an airplane
11. a train
12. marching

8. Have students match the words that follow with all the words that they can. They may use a thesaurus or a rhyming dictionary.

1. dog, weight, light, promise, design, skate
2. lender, delicious, May, table, number
3. murmuring, eternity, tenderly, symetry, airily

9. Have students bring to class several examples of effective alliteration in both prose and poetry. They will find that advertisements and slogans are often alliterative.

10. Have students bring to class effective onomatopoeic words or groups of words from either prose or poetry. Have the students read and discuss these examples in class.

11. Have students write several lines of poetry in which the sounds of the words help to suggest the meanings. Have them try to describe, for example, the sounds of dry leaves, thunder, a rifle shot, and the like.

12. Have students bring to class several effective examples of repetition from either prose or poetry. Read and discuss them.

13. Have students select poems which they like and prepare to read them to the class with appropriate musical background.

14. Have students interpret a poem of their choice through a slide show presentation. They may record the poem to be played during the slide presentation.

15. Have students draw or sketch an interpretation of a favorite poem.

V. Test

No test recommended.

STUDENT CHARACTERISTIC No. 22:

"He can employ imagination and originality in his own writing."

UNIT NO. 22:

MY WAY, MY WORD

I. My Way, My Word

II. Purposes

A. New Student Abilities

1. To employ originality in writing
2. To employ imagination in writing

B. New Student Values

1. An awareness of the richness creative writing brings to one's personal life
2. An awareness of the entertainment value of creative writing
3. An awareness of the rewards of creative writing

C. New Stucent Understandings

1. An understanding that creative writing has the power to help organize one's personal life
2. An understanding that creative writing satisfies man's artistic nature

III. Introducing the Lesson

Creative writing is only therapeutic in the sense that sunshine is. Man could live in the dark but his life would indeed be diminished. The teacher's job is to "sell" creative writing to the student. Appeal to artistic nature of the student. That all children are poets is the stance to take. From previous lessons, lead into the haiku. Choose poetic and creative parts out of the student's previous writing. Convince him that he is a creative writer already. Let the only criteria of success be that the student employ originality and imagination in response to the activities. Bring in local writers and poets to speak of their craft to students.

IV. Classroom Activities

1. Short expressive poems
   a. Transfer some epigrams to poetic form
      (1) Write them with and without capitals and punctuation
      (2) Add a second stanza of a comparison.
   b. Transfer some of your short, concise thoughts into Haiku. (Haiku has a first line of five syllables; a second, of seven syllables, and a third of five syllables.)
      (1) Include a comparison in each haiku
      (2) Include a sharp visual image. (Salty sea; Sun's walk; winged phantom.)

2. Imagery

   a. Recall the most vivid image you have ever experienced.
   b. Capture the image on paper, using either poetry or prose.
   c. Make each word count.

V. Test:

Write an original, imaginative poem.

VI. Additional materials

A. From any good anthologies, collect haikus and short modern poems.

B. A collection of pictures to illustrate the imagery of poetry.

I. My Way, My Word

II. Purposes

A. New Student Abilities

1. To develop a sense of satisfaction and pride in expressing personal ideas
2. To understand the freedom and variety of form that may be used

B. New Student Values

1. An appreciation of his own as well as the writings of others.

C. New Student Understandings

1. That anything worth saying is worth saying well
2. That proofreading is the most valuable asset to any form of writing.

III. Introducing the Lesson

Writing can be fun when you're expressing your own views. It gives an advantage over speech in what we can rework it before feeling it as a finished product. One of the secrets to success creative writing is its "listen-ability". It should be pleasing and above all, you!

IV. Classroom Activities

1. Teacher reads some student writing: poems, jokes, short incidents, short short stories, etc.

2. Stress the friendly letter as a bit of creative writing--let students read letters they have written to "listen" for it being like conversation. Ask them to point out the words, phrases, expressions that make it a joy to receive.

3. Use cartoons, hiding the captions, and allow students to give their own orally.

4. Use incomplete comic strips, jokes, anecdotes, etc. (This may be self-written, group written or teacher supplied.) Act them out!

5. Listen to music -- react orally.

6. Tape a noise or a sound. Students react orally in words, phrases, and together, write a paragraph.

7. Listen to taped sequence of sounds and build narrative orally. This will necessitate repeated playings.

8. Read story that needs some form of communication -- "Ransom of Red Chief" -- Have students write or call ransom message.

9. Telephone conversations make use of good on the spot creativeness. Use teletrainer and tapes for simulations to be completed.

10. Listen to lyrics from popular songs--(forms of poetry, self-expression)--first without, then with music. Encourage some to experiment with singing their ideas, to background of music or perhaps their own melody on guitar.

V. Tests

No test, please.

I. My Way, My Word

II. Purposes

A. New Student Abilities

1. To produce imaginative compositions that are clear and vivid.
2. To choose an appropriate expression and sequence for his ideas

B. New Student Values

1. An awareness that articulating his thoughts and feelings can be a satisfying and pleasurable experience.
2. An awareness that his writings can produce feelings of enjoyment in his intended audience.

C. New Student Understandings

1. That composition which is not literary may be important for its ability to produce pleasure
2. That some writings produce pleasure for many generations, but others, though limited and temporary, are still worthy.

III Introducing the Lesson

Collect for this unit a plentiful supply of several types of books. The whole class might work on each in succession or students might form interest groups for each. Include a wide selection of children's books; a collection of series books, such as Nancy Drew, Hardy Boys, Cherry Ames; a varied collection of comic books; and numerous copies of magazines that have fiction and poetry, such as Boy's Life, Teen, American Girl, etc.

Allow students to read at random for several days or make assignments to insure sampling. Then have the students compile a list of characteristics of these stories which would explain their choices (stories are short, descriptions are clear, action moves fast, etc.)

IV. Classroom Activities

1. Encourage students to use their imaginations, individually or with partners, to produce a story for a pre-school child, a mystery to be solved by a teen-aged detective, an adventure for a comic strip character, and/or a short story for a modern magazine. These should be shared in small groups for revision and proofreading suggestions. Finished

stories should be read to the class (not necessarily by the writer), and the class could vote for the "best in the class" or "best in that category".

2. If there seems to be hesitancy to be imaginative, the students might be encouraged by having a "Liars Club" contest, with fancy blue, red, and white ribbons for the class winners.

3. An "installment" story which the teacher begins with each student adding details and incidents can provide stimulus to timid imaginations.

4. Bring to class things which appeal to the five senses:

Taste	Smell	Touch	Hearing	Sight
salt	onion	sandpaper	recording	abstract paint-
pepper	perfume	velvet	of	ings
lemon	ammonia	rocks	various	sculpture
sugar	cinnamon	vasoline	sounds	
crackers	coffee			

5. Each student should have something concrete to look at, handle, eat, etc. Let him try to record as precisely as possible the sensation he experiences and the reactions he has to it.

6. Come to Your Senses by Scholastic is excellent material to stimulate imaginative, sensory response.

7. Have students bring to class recordings of popular songs. Have them list and categorize the themes or topics of these, such as: war, love, generation gap, loneliness, etc. Have the class try to decide what qualities make a song a hit. Discuss reasons why some songs are popular over long periods of time (even to the point of reissue with different musical treatments) while others disappear completely.

8. Have small groups compose lyrics for two tunes -- one folk and one rock -- that attracts attention to some problem or proposes a solution for it. Then have them consider the age-group which would be most attracted to their songs. Have them decide how they would have to be changed to appeal to a different age-group.

   Use this writing situation to discusss the rhythm of poetry (use other examples as well as song lyrics) and the discipline imposed upon the writer of a lyric or a poem by the syllable count. Often the lyricist is unable

to match each musical note with meaningful syllables and so fills up the measures with nonsense sounds. Have them decide upon other reasons the lyricist may have for use of nonsense syllables or words.

9. Have some art prints, posters, pieces of sculpture, etc. in the classroom to motivate descriptive writing.

10. Have students try to define or to describe some abstractions: Love is..... A friend is.....Home is.....

V. Test

Most evaluation of students' creative writing can be done by other students. This can be done by attaching to each a comment sheet, a rating system, or through oral reaction. Teacher comments should emphasize creativity, originality, effectiveness, and lucidity.

VI. Additional Materials

Mahon, Julia, The First Book of Creative Writing, Franklin Watts, Inc.

Leavitt, Hart Day and David A. Sohn, Stop, Look and Write, Bantam.

MATERIALS RECOMMENDED

The following materials are recommended as especially suited to the objectives of Levels III and IV of the "Project Succeed" program in English. It is not necessary to purchase all of these materials. Taken together with those from the first two levels, they provide students with ample opportunity for both skill-building and independent, individualized work. The teacher should look over the list, investigate those materials which appear most pertinent, and order them, keeping in mind such other resources as the school library which students in these last two years should be encouraged to use widely. Prices indicated are current and are subject to change.

QUANTITY	PROGRAM TITLE	PRICE EACH	PUBLISHER
10 sets	Individualized Literature Program in Paperback	$4.50 set	American Book Co. 300 Pike Street Cincinnati, Ohio 45202
2 sets	A Folio for Writers (Narration, Description, Poetry, Exposition)	$8.00 set	Clark-Irwin Co. local orders from: R.L. Bryan Company 1440 Main Street Columbia, S.C. 29201
10 sets	English In Plain Words (Sounds and Letters, Practical Helps, Words, Writing I, Writing II, Teacher's Guide)	$9.72 set	Random House-Singer 201 East 50th Street New York, N.Y. 10022
5 copies 1 copy	Vocabulary For The High School Student	$1.55 per student book $1.70 for teacher edition	Amsco Publications P.O. Box 315 Canal St. Station New York, N.Y.10013
5 copies	Increase Your Vocabulary Book 1, Book 2	$1.83 set	Cambridge Book Co. 488 Madison Avenue New York, N.Y.10022
1 set of each	Success In Language and Literature (Sets A, B, C)	Set A: $9.72 Set B: 9.81 Set C: 8.58	Follett Corporation P. O. Box 5705 Chicago, Illinois 60680
1 set	Manpower and Natural Resources	$78.50 set	S R A 259 East Erie Street Chicago, Illinois 60611

QUANTITY	PROGRAM TITLE	PRICE EACH	PUBLISHER
1 set (These are pre-printed duplicating masters)	Reading, Thinking Skills Levels 5 and 6 Mastering Capitalization and Punctuation	$.56 .40	Continental Press 127 Cain Street N.W. Atlanta, Ga. 30303
10 copies	Book One: The Language of Man	2.37	McDougal Littell P. O. Box 1667 Evanston, Illinois 60204
10 copies	Book Two: The Language of Man	2.37	
1 copy for teacher use	The World of Words (Sentence Building)	Pending	R & D Corporation 1717 Gervais Street P. O. Box 11848 Columbia, S. C. 29211
1 copy for teacher use	(Word Building)		
1 copy for teacher use	(Reference Book)		
1 copy for teacher use	(Spelling, Handwriting, Punctuation, Capitalization)		